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ABSTRACT

This report presents the results of a study of the 13 Catholic high schools in greater Cincinnati. The report presents and discusses 1) a survey and analysis of administrator, faculty, student, and parent attitudes and ideas about Catholic high school education, 2) an analysis of the educational philosophies and curricula of the study schools, and 3) an analysis of demographic and school enrollment data for greater Cincinnati in general and the 13 Catholic high schools and their feeder schools in particular. Each chapter includes the study team's recommendations regarding needed improvements in the schools, in light of the survey data and analyses. (Author/JG)

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A STUDY OF THIRTEEN CATHOLIC HIGH SCHOOLS IN GREATER CINCINNATI

OFFICE OF EDUCATIONAL SERVICES
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EA 009 885

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CENTER FOR VALUES
IN EDUCATION
EDUCATIONAL SERVICES

LETTER OF TRANSMITTAL

February, 1976

Rev. Jerome A. Schaeper
Superintendent of Schools
Archdiocese of Cincinnati
220 West Liberty Street
Cincinnati, Ohio 45210

Dear Father Schaeper:

The Office of Educational Services of the Center for Values in Education, University of Dayton, is pleased to submit this report of its study of the thirteen interparochial high schools of greater Cincinnati. The report includes survey and analysis of administrator, faculty, student and parent attitudes and ideas about Catholic education in the high schools, an analysis of the philosophies and curricula, and demographic and enrollment data. Recommendations in each chapter reflect the study team's best judgements regarding probable improvements in the schools in the light of the data and analyses.

The Superintendent, principals, staffs, faculties, students, et al, are thanked for their excellent cooperation in the various phases of the study. They are all to be commended for their openness and willingness to allow the study team to perform its task.

While the submission of this report represents the culmination of the study team's major effort, the work of the boards, superintendent, principals, staffs, and faculties is really just beginning if the recommendations in this report are to be implemented. It is the desire of the Office of Educational Services to provide as much help as it can in this effort. Therefore, if you see a need for clarifications, corrections or more information in certain areas, etc.,

please contact the Office at any time.

As requested by the principals and the Superintendent an addendum to the study is also submitted at this time. It contains the results of the surveys for each of the thirteen high schools. It is hoped that this addendum will be of particular help to the principals, Superintendent, staffs and faculties.

The reader is cautioned to see this report as a resource for the Catholic high schools. It, in no way, represents policies of the superintendent's office, the boards, or principals.

Sincerely,

John Geiger

John O. Geiger, Director
Office of Educational Services
Center for Values in Education

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CHAPTER I

ADMINISTRATION

Introduction

This chapter investigates the administration of the thirteen high schools and the Superintendent's office. Its basis is the interviews conducted with the principals of the thirteen inter-parocchial Catholic high schools of greater Cincinnati, the Superintendent and several other administrators, including some from the chancellery and representatives from some of the religious communities.

The chapter reports the interviews conducted by the University team, presenting the questions asked and a summary of the responses, followed by an analysis of the imformation contained in the interviews, and finally, specific recommendations that address themselves to administrative structure are made.

Interviews

I. Pool of Students Available for Schools

1. What do you consider to be the basic issue contributing to the problem of enrollment in the high schools?

The major reason given for enrollment problems was the increase in tuition in both the high schools and the feeder schools. Tuition began on the elementary level in 1970-1971; high school tuition rates increased $140.00 on the average in 1970-1971. The result was a drop in enrollment.

A second reason related to the location of several high schools and their feeder schools. Specifically, several administrators

mentioned that Purcell and Marian are having enrollment problems because of the decreasing number of feeder schools and potential students attending these schools. Yet there is no feasible way of redistricting feeder schools. Some people mentioned that Our Lady of Angels, Regina and especially Marian are suffering from competition from Summit, Ursula and St. Ursuline Academy. The problem is compounded since the western part of Cincinnati is more heavily Catholic than the eastern part.

The third factor, expressed especially by those schools in suburbs, was increased competition from public and private schools perceived by parents to be of a good quality. Less frequently mentioned were specific curricular or personnel problems, i.e. a too liberal religion department, a too strict administration. In no case was this third reason seen as being of any real significance.

2. In light of declining enrollments in Catholic high schools, what actions hold the most promise in meeting this challenge in your school? In the Cincinnati area?

Overwhelmingly, the most expressed solution to the problem was consolidation. Specifically, almost all of the administrators felt there were too many high schools in the light of declining enrollments. Suggestions included: consolidating Regina and Our Lady of Angels, with some students who would have attended Regina enrolling in Marian and Mt. Notre Dame; closing Purcell or making it into a junior-senior high school; and merging various high schools to achieve co-education.

Secondly, some saw the solution as redistrciting feeder schools. Two principals mentioned that the northern parishes presently feeding into Regina should be assigned to Mt. Notre Dame. Many

thought that circumstances had changed sufficiently since the mid-1960's (the last time there was redistricting) to warrant a thorough review. All agreed there was a need to maintain high quality and publicize that quality.

3. How is it determined which feeder schools feed into which high schools? Should this arrangement be changed?

This is a clear area of disagreement because it is seen as crucial to the survival of specific high schools. Some principals are very satisfied, some want definite changes. Several principals are critical of the fact that there is a conflict in that the boys' feeder system is not in all cases the same as the girls'.

4. Do you admit all applicants? If the answer to this question is no, what selection criteria do you use?

Given decreasing enrollments, the problem of screening applicants has not existed for most schools in the past few years. Generally, all applicants are being accepted if they come from a feeder school in the high school's area. Special provisions (probation period, remedial programs) are made in some schools for those students who may not be prepared for the high school curriculum. Several principals mentioned the policy of not admitting both Catholics who did not attend Catholic elementary schools and non-Catholics who appear to be enrolling in the high school to avoid desegregation in the public schools.

5. What is the percentage of drop outs from your school after: Freshman year? Sophomore year? Junior year?

All the high schools report they are not experiencing a great problem here. The drop out rate is low, especially when

compared with the public schools. Ten percent is perhaps the average. The one area of concern seems to be the loss of students in some schools due to competition from vocational schools or centers. One principal mentioned that a program initiated a few years ago to identify and counsel potential drop outs had resulted in a lowering of the rate.

II. Tuition and School Cost

1. What are your thoughts concerning a greater degree of centralization in such areas as: purchasing, curriculum, accounting, teacher recruitment, policy development?

Generally, the principals do not favor centralization or decentralization as a matter of principle. Rather, they want those things which can best be centralized for efficiency and economy to be centralized. On the other hand, there are areas in which they think the high schools must remain autonomous if they are to meet student and community needs. Several principals stated that although some centralization was desirable, it was presently impossible because the superintendent's office is understaffed.

There is a general (though not unanimous) agreement that purchasing could be vastly improved by an efficient co-operative purchasing program. Generally the principals see this as a service the superintendent's office could perform. However, in a few cases there is a desire to maintain autonomy at least in those areas where purchasing is done with merchants in the high school's area.

In the area of curriculum, there is general agreement that the high schools should remain autonomous enough to respond to the

needs of students and community and to the expertise and interests of faculty. The majority of principals do want the superintendent's office to offer broad guidelines and advice in this area. Two principals mentioned the need for the superintendent's office to help establish programs for students who need remedial help and the need for E.M.R. programs at specified elementary and high schools. There is hope and confidence that the Office for Religious Education will provide for greater uniformity and direction in religion.

In the area of accounting, most principals favor some centralized budgeting process. Specifically, there seems to be majority support for budget hearings whereby individual school budgets would be justified and/or modified with reasons based upon criteria about which all schools are aware.

Teacher recruitment does not seem to be an area of great concern. However, there is a feeling that the superintendent's office could be used to facilitate the recruiting process provided that the final decision remains the school's.

The majority of principals think that there should be clearer guidelines from the superintendent's office for policy development.

2. How are costs computed? Are you satisfied with this method?

Generally, costs are computed by projecting costs (salaries, overhead, etc.) based upon past budgets, and then tuition determined on the basis of projected number of students. Many of the principals think this method is not sufficiently refined.

3. How do you feel about the equalization formula?

There is a strong support for the equalization formula. But most think enrollment, pupil-teacher ratio, teacher salaries, length of

service of lay teachers, administrators' salaries, costs of tuition are factors that need to be included in any formula. Several principals questioned whether all the financial data was being presented honestly by all the principals.

4. What is the impact of total costs (charged to the student) on enrollment figures?

Reasonable tuition increases (around ten percent) do not seem to have too great an effect on enrollment according to most of the principals, although some believe that some parents may be reluctant to send their sons and daughters to schools which cannot somehow assure them that tuition rates will not increase too significantly. Some of the principals are concerned about the tuition rates and costs at some of the other schools. For instance, they wonder about the policy some high schools have of conducting a great number of small classes on a regular basis. They wonder where tuition costs are going when they do not see a significant increase in services; they wonder if certain high schools are not paying too much in teachers' or administrators' salaries.

Budget hearings (mentioned above) may help to clarify some of the suspicions raised by the principals. At least, they could contribute to open communication.

5. What kind of federal/state funds are you receiving? Do you feel that you know how to secure these funds or that you have a readily available source that could help you secure these funds?

The schools were using auxiliary services provided by the state. Several schools have working relationships with local public schools

to provide vocational education programs.

The principal at one high school that received over $350,000 in the past biennium mentioned the assistance of the Ohio Catholic Conference. Most principals felt this was an area where the superintendent's office could and should be of assistance. Two principals specified that help from the office in securing funds for remedial and E.M.R. programs would be very useful.

III. Belief in Importance of Catholic Education

Because of the nature of the responses to the questions contained in this section, the administrators' responses to questions one to five of this section are reviewed in the chapter on philosophy and curriculum (see p.p. 110-112).

IV. Faith of Clientele in School Personnel

1. How extensive is parental and community involvement in your school?

Many types of involvement were mentioned: parents' workshops, "back to school" night or days, PTA organizations, boosters clubs, fund raising efforts among alumni, an advisory board made up of a cross-section of the community. Newsletters are used by some of the schools to inform the community of events and school activities. There, of course, is the practice of having representatives from the community speak to students about careers or areas of interest. Two schools did indicate that there has been a definite decline in the PTA.

2. When do you ask parents to have contact with your professional staff? For what purposes? With what results?

In addition to the points mentioned above, most schools have

some type of orientation session for parents and their children. A couple of principals mentioned interim reports for parents of freshmen. One principal mentioned a Student Behavior Board which contacted parents of problem students. In addition to the "back to school" program, one school permits parents to come in for a class, part of the day or the full day upon request.

3. What role does your board play in policy making and operation of the high school? What do you see as the prime value of this board?

Generally, principals indicated that their boards are advisory rather than policy-making bodies. They saw their value as being a sounding board and source of professional advice and expertise. A few principals saw them as actually making policy. A minority of the principals saw the board's role as being insignificant.

There appears to be great variance in the way boards are used. For instance, in one school the board meets once every two weeks on the average to consider and establish policy. In another case the board has not met for over one and one half years.

4. To what extent do you think parents are not sending their children to Catholic high schools because of dissatisfaction on their part with Catholic education in the elementary schools?

The vast majority of principals do not think that this is the case. Some mentioned, however, that there needs to be greater communication between the high schools and elementary schools, especially in curricular areas (specifically, religion).

5. To what extent is your staff, religious and lay, committed to Catholic education?

Generally, the principals referred to a feeling of cohesion and

care among their faculty. Specifically, principals mentioned a faculty day of recollection, faculty retreats, and low faculty turnover rate.

V. Curriculum Changes and Catholic Education

Because of the nature of the responses to the questions contained in this section, the responses are included in the section on philosophy and curriculum (see p.p. 110-115).

VI. Recruitment

1. What are the recruitment procedures for the high schools? Are they tied in with the efforts of other schools?

The recruitment procedures for the schools are varied. Programs are presented in the elementary schools by several schools. Slide shows are employed. Some schools use students in these programs; one principal specifically objected to this practice. More than half the schools also rely on programs that bring the elementary students and their parents into the high school with orientation programs, placement test day (featuring lunch, performance by the drill team, etc.), an open house with two door prizes of one year free tuition, and a testing program with academic scholarships awarded to the top scorers. Three principals mentioned that they distribute bulletins, calendars, and other kinds of information to the feeder schools.

2. How are recruiting procedures implemented? (Who is responsible? What other duties does this person have?)

Almost all the schools have a specific person or persons responsible for recruiting activities. One school has a public

relations committee composed of staff and students who plan and implement procedures. Another has a public relations department which works with the guidance department and administration.

3. Are there any recruitment procedures for the elementary schools?

The principals stated that there were none that they knew of. Several administrators stated that the elementary schools should start kindergartens and first grades since they thought many potential students were being lost at this stage. Secondly, many felt the elementary schools should initiate recruitment procedures, perhaps with the assistance of the superintendent's office.

4. What methods are used to determine how successful your recruiting efforts have been in relation to time, energy, money expended?

Most of the schools have conducted enrollment studies of one form or another. Others rely on informal feedback from feeder school personnel or parents. Generally, most principals felt that recent efforts have been productive.

VII. Miscellaneous Questions

1. What general recommendations would you make regarding school enrollments, consolidations, administration, centralization of services, finances, etc.?

In addition to the points made previously, the following recommendations were made by the principals:

a. Increase communication between the schools.

b. Centralize salaries and tuition.

c. Consolidation: a. Move Purcell to Regina, phase out Regina and send the girls to Mt. Notre Dame and Marian, while still using the facility at Purcell, especially the athletic facility; or b. Share Purcell with Marian, leading to a coeducational institution.

d. Start long range planning procedures for the entire archdiocese.

e. Need to recognize that enrollments will continue to decline, that feeder schools are down, and that definite plans need to be formulated.

f. Consider the possibility of making Purcell a junior high school which could then act as a feeder school for the high schools.

2. How so you see your relationship with the office of the superintendent?

Overwhelmingly, the principals reported that they were pleased with the performance of the superintendent. Generally, the principals perceive the superintendent as a colleague whose experience as a principal makes him qualified to perform his responsibilities. However, the ambiguity as to his relationships with the principals was mentioned as a definite problem.

Several people mentioned that the superintendent's office was understaffed (one staff member for every 4,200 students) and that if it is to give greater service there would be need for an increase in professional staff. Secondly, there was almost universal confusion over the role of the central board of education, especially as it relates to the superintendent, the high schools and the local boards.

3. In what ways are you cooperating with other high schools? With elementary schools? With colleges?

Most frequently mentioned were the monthly meetings with the high school principals. Secondly, were course, student and teacher exchanges.

One principal mentioned the policy of having students tutor in the elementary schools.

On the college level, two principals specifically mentioned advanced placement or early enrollment programs as presently working or being planned. A few principals also mentioned that they took student teachers from Catholic colleges.

4. In what ways, productive to you, can you see yourself and your school cooperating with other Catholic institutions?

Areas mentioned in this category were exchanging of students for classes and working with elementary schools for greater articulation in the religion curriculum.

Analysis

The administrative structure analysis has three emphases: (1) the superintendent's office, (2) nature of various boards of education, and (3) policy responsibilities related to instructional personnel in so far as such responsibilities are germane to the function of the superintendent and boards of education.

1. The superintendent's office. It is evident the superintendent's office is expected to assume the function of helping in the dissemination of information and in the provision of practical assistance in the areas of federal, state, and foundation funding possibilities. Individual schools are demonstrating some initiative but admit the effort is sporadic and not too effective, particularly

since no one school has the luxury of a full-time specialist.

Also, the superintendent's office is expected to be the vehicle through which individual school administrators share experiences and become aware of effective practices in schools other than their own. Further, the superintendent's office is expected to be the medium through which greater communication occurs between high schools and elementary schools generally and specifically in the area of religious studies.

The administrative structure--neither horizontally or vertically -- is at present capable of providing the variety of evaluative services which would be most practical for the system (for example, varying recruiting procedures are employed by given schools, but no formal information is available on their relative effectiveness).

Many principals perceive the administrative structure is not organized to provide leadership in determining budget priorities and in justifying the many budgets which are extant. Indeed, it seems individual school administrators, along with their "business managers," are making the significant budgetary decisions.

Even though devoid of necessary supportive personnel, the superintendent's office is perceived positively by individual school administrators. This perception is attitudinal, however, and is not a result of services rendered. It is recognized the superintendent is experienced, knowledgeable, and willing to be of service; however, it is also recognized he is incapable--regardless of knowledge, willingness, and experience--of providing needed services minus a staff and a clear and authoritative description of his position. At present the system is fortunate in having a superintendent so highly regarded. But he is plagued by a structure he largely inherited -- a struc-

ture largely devoid of supportive personnel and clear definition.

2. The nature of various boards of education. There seems to be no uniform perception of the nature and role of various boards of education. Some boards are seen as policy making entities, some are seen as merely advisory bodies, and some are seen as units containing individuals who may render professional advice based upon their expertise.

The traditional role of a school board is, of course, to make policy. A professional educator serves as the source of expertise and as secretary to the board. This report does not advocate that Catholic schools adopt the public school model for boards of education. However, the fact that a board has a policy role; the fact that board members should be provided instruction on their function prior to assuming board membership--all are elements of the public school model worth noting. If such elements are noted, the boards--including the Archdiocesan Board--will be characterized by more consistency and will be capable of implementing possible system-wide directives which may strengthen all the schools should such directives be promulgated.

Just as some confusion exists about the roles of the various boards, it was also clear that: (1) there is little unity among school people in their perception of the nature of the Archdiocesan Board, (2) there is very little understanding of the relationship between the Archdiocesan Board and individual school boards, and (3) there is no clear delineation of the relationship between the Archdiocesan Superintendent and the Archdiocesan Board.

It is at the Archdiocesan Board level (with the Archdiocesan

Superintendent being a source of professional expertise) that some far ranging policies could be formed which have the greatest likelihood of strengthening the system through improved quality of instruction and management (some of these possibilities will be mentioned under the "recommendations" in this chapter).

3. Policy responsibilities related to instructional personnel.

Generally, the need for a greater degree of centralized authority in the school system is obvious, particularly during a period when the very existence of Catholic formal education is threatened. The superintendent in an atmosphere granting him greater authority may, in cooperation with others, recommend several policies which could result in savings. For example, methods of reducing cost of instructional personnel, alteration of policy on increments for teachers, the position of the Office for Religious Education, and selection of personnel, are all areas in which a superintendent with a "strong" job description could function. Specific examples are contained in the next section.

Recommendations

1. It is recommended that the task force mandated in the Synodal Document on Education convene a conference of all major school administrators in the system for the purpose of clarifying and strengthening the superintendent's role; the result of such a conference would be the completion of a superintendent's position description with the concurrence of major administrtors and with authoritative approval and promulgation by the Archbishop.

2. It is recommended that the superintendent's office be staffed with one full-time person to provide services to schools in the areas of federal, state, and foundation funding. This person might be particularly helpful in securing funds for remedial and E.M.R. programs.

3. It is recommended that the superintendent's office be staffed in such a manner that information pertaining to various schools is disseminated so faculties and administrators may benefit from outstanding practices and policies in schools other than their own.

4. It is recommended that the superintendent's office become the vehicle through which greater communication between elementary schools and high schools obtains, particularly in the vital area of religious education.

5. It is recommended that the superintendent's office be staffed to provide the broad range of evaluative services needed to justify administrative, instructional and financial practices of schools in the system.

6. It is recommended that the superintendent's office devise a budget hearing system (in cooperation with individual school administrators) for the purpose of making and justifying priority decisions for all entities with an interest.

7. It is recommended that the superintendent's office be staffed in such a manner that coordination and monitoring of the activities of various schools' business managers occurs.

8. It is recommended that the superintendent, along with major school administrators, implement a system of cooperative* purchasing (as distinct from centralized purchasing). Savings utilizing this procedure should not be overlooked.

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*Cooperative purchasing generally proceeds in the following manner: (1) Various entities submit to the central office list of agreed upon items in the approximate amount of need; (2) the central office asks suppliers to bid on units of items needed and agreement is reached on prices; and (3) individual schools then contact suppliers and purchase the amount they desire at the previously agreed upon price. A fuller description of cooperative purchasing may be rendered if desired.

9. It is recommended that the Office for Religious Education, in so far as religious education is regarded as formal schooling, be placed under the superintendent's authority.

10. It is recommended that the superintendent's role in the selection of administrative and instructional personnel be strengthened.

11. It is recommended that each board of education have an executive committee of not greater than five members to maximimize the possibilities for effective action.

12. It is recommended that the task force mandated by the Synodal Document on Education establish an archdiocesan conference for the purpose of clarifying the specific functions of: (1) the Archdiocesan Board, (2) individual boards, (3) the Archdiocesan Board as it relates to individual boards, and (4) the relationship between the superintendent and the Archdiocesan Board. Once these clarifications are made they should be promulgated as policy by the Archbishop.

13. It is recommended that board of education members be instructed in their roles (for example, they may be required to master a document on board of education membership--such a formal document exists for instructional purposes and is utilized by public school boards).

14. It is recommended that the high schools consider the policy of awarding salary increments for advanced study to teachers whose formal advanced study is directly related to school duties. For example, an increment for a master's degree in counseling should not be awarded to a teacher of history as long as that teacher is

teaching history.

15. It is recommended that as attrition in teaching staffs occurs, local boards consider hiring certificated graduate students. The individual school could pay the student's tuition plus the small stipend graduate students normally get from universities. The total cost is far less than the normal salary for a teacher.

16. It is recommended that the Archdiocesan Board develop and publicize a policy statement which indicates the criteria upon which it determines which feeder schools are identified with given high schools. The statement should contain a section specifying regular intervals when the board will review the relationship of feeder schools to high schools.

CHAPTER II

FACULTY

Analysis

This section primarily focuses upon faculty members' perceptions of the schools within which they work. Certain faculty members perceive specific aspects of their schools more positively than do faculty of other schools. Caution should be exercised in interpreting such perceptions to mean one school is "better" than another. Comparisons based upon the perceptions of different individuals in different schools are invalid for obvious reasons. However, total faculty perceptions of all schools and perceptions within one school are capable of exposing trends and patterns which should not be ignored.

Faculty members were asked to indicate their perceptions by rating their respective schools as "strong", as needing more "emphasis" in selected areas, and as not "offering" the area under consideration. Faculty perceptions were solicited primarily in the following areas: curricular and program areas, professional area, services, and other individual categories.

Curricular and program areas

While 74.3% perceive religious education as strong, 24.8% felt this vital area needed more emphasis. Schools perceived by the faculty as needing the greatest emphasis included: Purcell, Moeller, Regina, and Our Lady of Angels. Similarly, "moral and character building" were seen as strong by 64.8% of all faculty. Marian, Regina, Our Lady of Angels, McAuley, and LaSalle were

perceived as strongest by their respective faculties. Despite the fact that both religious education and moral and character building were perceived as strong, a much larger percentage of faculty see their schools as sufficiently Catholic in atmosphere (98.2%) and as being places where students may profit by going to a Catholic school as compared to a public high school (95.1%).

In general, 60.5% of the total faculty feels course offerings are adequate (course offerings at Marian, Regina, and Our Lady of Angels are seen as needing improvement). However, it should be noted areas such as: general education, fine arts, and vocational education need emphasis. Purcell and Regina are perceived strongly in general education as is McNicholas in vocational education. Correspondingly, McNicholas is seen as needing emphasis in fine arts; also, emphasis in fine arts is needed at Our Lady of Angels and Mount Notre Dame.

The college preparatory area, along with business education, extra-curricular opportunities, and sports programs are perceived as strong by an overwhelmingly large percentage of faculty.

Obviously, some curriculum and program areas are seen as needing emphasis because certain schools have not placed priority upon them historically. Business education, for example, need not and should not necessarily be vital to the curriculum of every high school. However, certain areas must be strong and present in each school if a given school is to pretend to have an educational mission and especially if the very purpose of Catholic education is taken seriously. Also, it is assumed there are slower learning students in each school, yet 66.8% of all respondents see this area as needing more emphasis.

Professional Area

Potential problems may exist in the professional area. Specific guides for contract negotiations are needed. Evaluation of faculty by appropriate persons is needed (particularly at Elder, Marian, McNicholas, Purcell, Seton, Regina, Our Lady of Angels, and Roger Bacon). LaSalle and Mother of Mercy are perceived strong in this area, and perhaps an analysis by the superintendent's office could determine what could be shared with other schools. It is not surprising that LaSalle and Mother of Mercy are seen to be strong in class visitation procedures while 50% of all respondents feel this area needs emphasis.

One interesting parallel which deserves further attention is that between faculty input into a school's philosophy and goals and agreement with them. Generally, when data from all schools is analyzed, it may be said that where input is seen as strong, then agreement is seen as strong. Even though only 31.6% feel input into philosophy and goals needed emphasis; and even though only 29.5% felt agreement with philosophy and goals needed emphasis, this area is crucial enough for such percentages not to be taken lightly.

Faculty members see themselves as willing to be moderators of extra curricular activities. It is perceived this area needs more emphasis at Moeller and Seton.

It is worth noting that 40.4% of the faculty see their willingness to have in-service training programs as needing emphasis, with the greatest emphasis needed at Purcell, Seton, Regina, and Roger Bacon.

Services

Guidance, food, attendance, testing, and library services are perceived as strong and needing little emphasis (with the exception of Elder, Marian, Seton, and LaSalle where food service was thought to need emphasis). Health and psychological services need emphasis; indeed, a large percentage of teachers are apparently not aware of the extent of their availability.

Individual categories

Over-all, buildings are thought to be adequate and maintained. (However, 79.5% of Purcell faculty felt this area needed emphasis).

The following areas were perceived as strong for the most part (schools seen to need emphasis on given items appear in parenthesis next to the item):

Availability of instructional material

Reputation of school (Our Lady of Angels)

Staff committees

Staff competency

Staff-administrator communication (Purcell, LaSalle, Regina, Moeller)

Staff esprit

Student government

Student opportunities to receive individual attention

Teacher-parent relationships

Teacher-student relationships

Teacher-counselor relationships

Present staff assignment

Demerit or detention system

Student evaluation

Opportunities for parents to receive positive comments about student progress (Seton)

Ability grouping (Marian, Our Lady of Angels)

Opportunity for evaluation of rules by students and staff (Purcell, Regina)

Uniform enforcement of discipline rules (Elder, McNicholas, Mother of Mercy, Our Lady of Angels)

Two areas which need emphasis are pupil-teacher ratio (particularly at Elder, McNicholas, LaSalle, and Moeller) and teacher-administrator relationship in decision making (particularly at Elder, Purcell, Seton, LaSalle, Moeller, and Regina).

Recommendations

1. It is recommended that religious education, as a function of formal schooling, become a curriculum area under the authority of the superintendent's office.

2. It is recommended that since the fine arts constitute a legitimate realm of meaning as important as any other, an archdiocesan task force of educators and parents be formed under the direction of the Archdiocesan Fine Arts Coordinator to determine how it may achieve the emphasis teachers perceive it needs. A specific direction for the task force may be to determine how to make the best use of fine arts resources in the Cincinnati area.

3. It is recommended that the Superintendent form a task force to determine how vocational and general education (particularly for slower learning students) may receive the emphasis teachers perceive they need.

4. It is recommended that school administrators receive in-service training in the areas of contract negotiations, evaluation of faculty, and faculty development.

5. It is recommended that the Archdiocesan Coordinator for Pupil Personnel Services work with the guidance counselors to make teachers in the individual schools more aware of the services available and the procedures involved in using these services.

6. It is recommended that since 56.4% of the faculty have earned at least the master's degree, the individual high schools should formulate a policy which would deny increments in salary for advanced education unless such advanced schooling is in an area directly related to a teacher's function. The policy should not be retroactive.

7. It is recommended that, as attrition occurs, the Superintendent consider forming arrangements with area colleges and universities whereby recent certificated graduates may be employed by the school while undertaking graduate work. By subsidizing the graduate student's tuition costs and by offering a modest stipend, archdiocesan schools may benefit from a better pupil-student ratio with reduced costs. More details on this procedure are available on request.

Survey Results

	Percent	Number
1. College preparation		
Strong	81.8%	383
Needs emphasis	17.9%	84
Not available	0.2%	1
2. Business education		
Strong	78.8%	372
Needs emphasis	20.8%	98
Not available	0.4%	2
3. General education area (provisions for slower students)		
Strong	26.0%	122
Needs emphasis	66.8%	314
Not available	7.2%	34
4. Religious education		
Strong	74.3%	341
Needs emphasis	24.8%	114
Not available	0.9%	4
5. Vocational education (Home ec., Drafting, Mechanical Arts, etc.)		
Strong	28.7%	133
Needs emphasis	46.0%	213
Not available	25.3%	117
6. Extra curricular program		
Strong	78.9%	370
Needs emphasis	20.7%	97
Not available	0.4%	2
7. Fine arts program		
Strong	43.3%	199
Needs emphasis	50.7%	233
Not available	6.1%	28
8. Intramural and or varsity sports program		
Strong	86.0%	399
Needs emphasis	13.6%	63
Not available	0.4%	2

9. Moral and character building

Strong	64.8%	296
Needs emphasis	34.8%	159
Not available	0.4%	2

10. Adequacy of course offerings

Strong	60.5%	280
Needs emphasis	38.9%	180
Not available	0.6%	3

11. Specific guides for contract negotiations

Strong	30.9%	135
Needs emphasis	44.6%	195
Not available	24.5%	107

12. Staff willingness to moderate extra-curriculars

Strong	67.0%	303
Needs emphasis	32.1%	145
Not available	0.9%	4

13. Evaluation of staff by appropriate persons (dept. chairman or administration)

Strong	44.6%	204
Needs emphasis	50.1%	229
Not available	5.3%	24

14. Class visitation by administration and or dept. chairman

Strong	41.5%	191
Needs emphasis	50.0%	230
Not available	8.5%	39

15. Input into philosophy and goals of the school

Strong	65.1%	299
Needs emphasis	31.6%	145
Not available	3.3%	15

16. Agreement with philosophy and goals of the school

Strong	69.4%	322
Needs emphasis	29.5%	137
Not available	1.1%	5

17. Staff willingness to have in-service training programs

Strong	56.0%	252
Needs emphasis	40.4%	182
Not available	3.6%	16

18. Maintenance and adequacy of the building

Satisfactory	74.8%	353
Unsatisfactory	23.7%	112
No opinion	1.5%	7

19. Availability of instructional material

Satisfactory	86.1%	398
Unsatisfactory	13.2%	61
No opinion	0.6%	3

20. Reputation of the school

Satisfactory	89.7%	408
Unsatisfactory	9.0%	41
No opinion	1.3%	6

21. Pupil-teacher ratio

Satisfactory	52.6%	246
Unsatisfactory	45.9%	215
No opinion	1.5%	7

22. Staff committees

Satisfactory	69.9%	309
Unsatisfactory	18.3%	81
No opinion	11.8%	52

23. Staff competency

Satisfactory	89.6%	397
Unsatisfactory	8.6%	38
No opinion	1.8%	8

24. Staff-administrator communications

Satisfactory	71.1%	330
Unsatisfactory	26.1%	121
No opinion	2.8%	13

25. Staff esprit

Satisfactory	78.0%	354
Unsatisfactory	17.8%	81
No opinion	4.2%	19

26. Student government

Satisfactory	71.6%	335
Unsatisfactory	19.9%	93
No opinion	8.5%	40

27. Student opportunities to receive individual attention

Satisfactory	64.9%	307
Unsatisfactory	32.1%	152
No opinion	3.0%	14

28. Teacher-administrator relationship in decision-making

Satisfactory	57.8%	273
Unsatisfactory	35.2%	166
No opinion	7.0%	33

29. Teacher-parental relationships

Satisfactory	74.5%	353
Unsatisfactory	18.5%	88
No opinion	7.0%	33

30. Teacher-counselor relationships

Satisfactory	85.5%	400
Unsatisfactory	11.1%	52
No opinion	3.4%	16

31. Teacher-student relationships

Satisfactory	93.8%	441
Unsatisfactory	4.7%	22
No opinion	1.5%	7

32. Your present staff assignment

Satisfactory	88.9%	409
Unsatisfactory	10.2%	47
No opinion	0.9%	4

33. Demerit or detention system

Satisfactory	81.0%	376
Unsatisfactory	14.0%	65
No opinion	5.0%	23

34. Student evaluation (grading)

Satisfactory	83.3%	389
Unsatisfactory	13.1%	61
No opinion	3.6%	17

35. Opportunities for parents to receive positive comments about the student's progress

Satisfactory	76.7%	356
Unsatisfactory	19.8%	92
No opinion	3.4%	16

36. Ability-grouping (levels) of students

Satisfactory	66.2%	310
Unsatisfactory	26.7%	125
No opinion	7.1%	33

37. Opportunity for evaluation of rules by students and or staff

Satisfactory	67.4%	314
Unsatisfactory	24.0%	112
No opinion	8.6%	40

38. Uniform enforcement of discipline rules

Satisfactory	62.6%	293
Unsatisfactory	33.8%	158
No opinion	3.6%	17

39. Guidance services

Satisfactory	89.8%	423
Unsatisfactory	7.2%	34
No opinion	3.0%	14

40. Health services

Satisfactory	53.2%	246
Unsatisfactory	35.1%	162
No opinion	11.7%	54

41. Food services

Satisfactory	63.2%	295
Unsatisfactory	29.3%	137
No opinion	7.5%	35

42. Attendance

Satisfactory	94.2%	437
Unsatisfactory	3.7%	17
No opinion	2.2%	10

43. Standardized testing

Satisfactory	73.8%	343
Unsatisfactory	8.4%	39
No opinion	17.8%	83

44. Library and laboratories

Satisfactory	79.6%	359
Unsatisfactory	16.6%	75
No opinion	3.8%	17

45. Psychological Services

Satisfactory	25.3%	118
Unsatisfactory	45.7%	213
No opinion	29.0%	135

46. Do you feel that the students at your high school profit by going to a Catholic high school (rather than a public one)?

Yes	95.1%	449
No	1.3%	6
No opinion	3.6%	17

47. Do you feel that the high school where you work is:

Sufficiently Catholic in atmosphere and therefore different from the public high school	98.2%	445
No different in atmosphere than the public high school	1.8%	8

48. Indicate your classification among the faculty

Religious	29.0%	135
Lay	71.0%	330

49. Indicate your highest degree

Associate	2.1%	10
Bachelor	41.3%	195
Masters	56.4%	266
Doctorate	0.0%	0
Other	0.2%	1

50. How many years of teaching experience have you had?

1 to 3	22.0%	104
4 to 7	25.8%	122
8 or more	52.2%	247

CHAPTER III

HIGH SCHOOL STUDENT SURVEY

During the compulsory education years, the choice of a school in a majority of cases is rather limited. Alternatives to public education are recognized and used by relatively few people. In these cases, the choice is generally one which is made by parents, especially during the younger years. However, this may not be the case as children grow older and enter into the later years of mandatory education.

While the cost of alternative education is undoubtedly a prime consideration, there are often other factors which determine whether a child attends a Catholic school. These may include aspects of the educational experience which the student finds satisfying or unsatisfying.

The purpose of the survey of students in this study was to attempt to discover attitudes and feelings about school that might be influential in either direction. If positive, they should be capitalized for use in the future; and if negative, they should determine areas for study. At the same time, the study was to give an overall picture of the climate of the high schools as seen through the eyes of the student.

The survey instrument used was based on questions used in a number of previous studies, in both public and private schools, and with other questions added as deemed necessary. Both the

instrument used by the high school students and the shorter one used in Chapter IV were reviewed by the administration for suggestions and additions.

The sample included a 20%-25% portion of each one of the designated thirteen Catholic high schools in the Cincinnati area. Within each school, the administration was requested to administer the survey to the upper three classes. The reason for eliminating freshmen from the sample was that this was a survey based on an experience of time in the school. The administration of the instrument early in the school year to freshman would not be valid.

The sample within the school was a number of homerooms in the designated class areas if the homerooms were randomly grouped. If this were not the case, then a class subject where there had been no purposeful or predetermined selection was used.

The final sample on which the survey results are based is listed as follows.

Total Returns.....1950

Freshmen.....2.3%

Sophomores.....31.6%

Juniors.....33.5%

Seniors.....32.6%

Boys....48.7%

Girls...51.3%

A review of the questionnaire shows that of the 48 items, all but a few are "Yes", "No", or "Don't Know" responses. The analysis of

these responses involves interpretation which is necessarily somewhat subjective. It is through a thorough review and critique of this analysis and the accompanying data by all concerned parties that educationally sound policies and practices can be developed.

Analysis of Composite

Taken as a whole, the responses by the students reflect a positive picture of Catholic education. The great majority like their school and over 75% would choose the school again if the choice were entirely theirs, with an additional 13% not certain. Students are positive in most respects about staff and methods of teaching, generally feeling they are getting a good education and being well prepared for whatever lies beyond high school.

Therefore, from this point, the dealings will be with those specific areas where it is felt some improvement could be made.

When asked whether teachers required too much homework, 50.9% responded "no", and 15%, "not certain". This could indicate serious consideration of a review of the academic requirements and standards set by the schools, and whether students are seriously being challenged.

Questions seven and nine have to do with pupil-staff relationships. Staff and administration should probably be concerned if over 50% of their students either feel or are not sure if there is consistency and/or patience in dealing with students, especially since consistency and fairness are tremendous morale factors in any organization, schools being no exception.

The matter of guidance, help and assistance, and perhaps the area of individual attention, might be worthwhile examining more

closely. Attention is called to the following:

12. I am given enough help in making decisions.

58% Yes

21.2% No

20.8% ?

30. Help is available for any personal problem I might have.

70% Yes

18% No

12% ?

40. It is easy to get help when I need it.

60% Yes

19.2% No

20.8% ?

41. There are adequate guidance services for my personal needs.

72% Yes

16.4% No

11.7% ?

The "Yes" responses to each of these are in the majority percent. On the other hand, the percent responses to the "No" and "?" category, suggest definite needs. Either there is not enough help and guidance available, or else the students are not aware of what is possible. In either case, arrangements are suggested to deal more definitely with a student's individual needs.

A significant percentage of the students seem to think there is not a great emphasis on student involvement in certain policy areas related to them since only thirty-eight

percent noted that students have a voice in setting school rules and regulations.

A number of questions refer to curriculum and general school offerings. Earlier, reference was made to the fact that students felt they were receiving a good education. Responses to various curriculum questions seem to indicate a need to give serious consideration to curriculum revisions, additions, and perhaps changes in techniques. While none of these indicate majorities, they are sufficiently large to suggest areas for future study and inservice.

Classes are monotonous?	33%	Yes
Courses challenging?	20%	No
Subjects interesting?	34%	No
Greater variety of courses needed?	50%	Yes
More emphasis on the 3 R's?	73%	No
Would you like to take different courses?	30%	Yes

With careful study and planning, each school could strengthen its curriculum within the limits of its individual financial and personnel resources.

The reason for going to a Catholic school (#44) is rather closely divided among three reasons: "to obtain a superior training in school subjects", "to develop a strong moral character based on religious principles", and "to prepare myself for making a good living". These can all be considered as valid and good reasons for attending any school. Only a self evaluation of the philosophy of Catholic education and of these three reasons, will

determine their equal validity. If there is disagreement, then a program of awareness of the reasons and need for Catholic education is both desirable and necessary.

The rating students give academic training as opposed to religious instruction shows evidence of the dissatisfaction that has been voiced about religious instruction in the high schools. Only 44.5% rate religious instruction very good or better as opposed to 68.3% for academic training.

Not each and every question has been individually interpreted in the interest of keeping the length of the report within reason. It should be reiterated that the overall impression that one receives from the students is positive. The attempt has been to point to those areas where improvements are desirable and possible.

Analysis of Individual Schools

In the previous discussion, the percent figures used in the responses were the averages for all thirteen Catholic high schools. The data were then analyzed and individual school percents compared with the average. All schools were then tabulated as to their individual responses to all questions. Those schools falling considerably below the average were noted for each question (see Table 1). The difference was arbitrarily set at -10% points from the average. This was deemed reasonable in that if these had been removed from the average, the percent positive in most instances would rise considerably. A review of the data shows this to be true.

A complete tabulation of the thirteen schools and all questions 3 - 50 shows that ten of the thirteen schools were below the average

Table 1

RESPONSES OF 10% OR MORE BELOW THE AVERAGE

BY SCHOOL

QUESTIONS	1. Elder	2. Marian	3. McAuley	4. McNicholas	5. Mother of Mercy	6. Purcell	7. Seton	8. LaSalle	9. Moeller	10. Regina	11. Mt. Notre Dame	12. Our Lady of Angels	13. Roger Bacon
3.			X									X	
4.				X								X	
5.					X								
6.			X										
7.			X	X								X	
8.												X	
9.		X	X				X					X	
10.		X	X									X	
11.			X					X					
12.			X										
13.												X	
14.			X	X		X	X					X	X
15.													
16.			X										
17.							X						
18.				X								X	
19.													
20.		X								X			
21.				X	X								
22.									X				

Table 1 cont.

23.				X									
24.													
25.													
26.													
27.		X		X								X	
28.													
29.				X				X		X		X	
30.			X										
31.													
32.			X					X		X			
33.				X							X	X	
34.				X				X					
35.				X				X					
36.				X									
37.													
38.				X				X					
39.			X	X									
40.			X	X								X	
41.			X							X	X		
42.				X								X	
43.		X	X			X						X	
44.		See print-out				Comment not possible							
45.												X	
46.		X		X								X	
47.			X	X						X	X	X	
48.				X								X	
49.		X		X								X	
50.		X		X								X	
Totals	0	8	16	21	2	2	3	6	1	5	3	21	1

on eight or less of the questions, and that there was no significant grouping of the responses. It is suggested that each school review its own data in this respect to determine the need for individual action other than that suggested in the composite report. In some instances, even this action might not be necessary in that the responses were very positive.

Three of the high schools, judging by student responses, have student morale problems. This is manifested in their lack of positive responses to many of the questions. The number of negative responses is listed for each school as follows.

Elder	0
Marian	8
McAuley	16
McNicholas	21
Mother of Mercy	2
Purcell	2
Seton	3
LaSalle	6
Moeller	1
Regina	5
Mt. Notre Dame	3
Our Lady of Angels	21
Roger Bacon	1

In the case of McAuley, the more negative responses tended to cluster around questions three through sixteen--student, school and staff relationships. Students at McNicholas tended to rate the school on a negative basis concerning the latter part of the survey,

in terms of how good a job is being done, and the liking or interest in courses and those teaching. Students at Our Lady of Angels were negative in their responses on student, school staff relationships and on the matter of how well the school is doing as reflected in the latter part of the questionnaire, academic training, religious training, and preparation for making a living.

Conclusion

A review of the data presents, on the whole, a positive picture of Catholic education as viewed through the eyes of the student. Three of the high schools do have a negativism among students that is undesirable, and measures should be undertaken to correct this. A change of approach to education by the staff could be a long step in that direction. School spirit and pride are well worn phrases, but without them it becomes a dreary place for faculty and students alike. School must be an enjoyable place for effective learning.

On the other hand, it is doubtful whether the problem of declining enrollment of the several schools is a matter of student attitude. Those experiencing the sharpest enrollment drops are not those whose students seem to be experiencing significant problems or attitudes. Even those schools where students display some negative feelings, the choice for the most part is still the Catholic school, considering the alternative of another school.

Recommendation

1. It is recommended that the administration and staff of each school constructively review the findings of the survey.

The improvement of the areas of need could be the theme of numerous in-service education meetings, form a basis for the study and the review of the school's philosophy, and lay the groundwork for improving student-staff relationships.

Survey Results

3. I like my school

Yes	80.7%	1521
No	9.2%	173
?	10.1%	191

4. Most of the teachers are "up to date" in their ideas and actions

Yes	72.6%	1348
No	13.8%	257
?	13.5%	251

5. Most of my teachers make their lesson assignments definite and clear

Yes	68.2%	1268
No	18.3%	341
?	13.5%	251

6. Most of my teachers require too much work outside the regular class period

Yes	34.1%	639
No	50.9%	955
?	15.0%	282

7. The school staff is consistent and fair in its dealings at my school

Yes	46.4%	878
No	30.1%	570
?	23.4%	443

8. Most of my teachers are easy to get acquainted with

Yes	75.3%	1413
No	12.3%	230
?	12.4%	233

9. The principal and teachers are patient in dealing with students

Yes	47.2%	890
No	25.7%	485
?	27.0%	509

10. I'm proud of my high school

Yes	76.4%	1425
No	9.5%	178
?	14.0%	262

11. Most of my teachers hold themselves apart and do not mix freely with students

Yes	18.5%	345
No	63.8%	1193
?	17.7%	331

12. I am given enough help in making decisions in my school

Yes	58.0%	1079
No	21.2%	394
?	20.8%	386

13. I would like to attend some school other than the one I am now attending

Yes	18.5%	345
No	68.7%	1283
?	12.8%	239

14. Students have a voice in setting schools' rules and regulations

Yes	33.0%	614
No	48.3%	898
?	18.7%	347

15. Generally, my parents are interested in what I do at school

Yes	85.9%	1581
No	8.0%	147
?	6.1%	112

16. Discipline at this school is too strict

Yes	28.6%	531
No	54.4%	1009
?	16.9%	314

17. I understand the present school rules and policies regarding student conduct

Yes	85.9%	1584
No	7.8%	144
?	6.3%	117

18. Most of my teachers seem to enjoy teaching

Yes	78.1%	1442
No	7.7%	143
?	14.1%	261

19. Extra-curricular activities help me with my social needs that I cannot get in the classroom situation

Yes	49.5%	909
No	24.9%	457
?	25.6%	471

20. I get along reasonably well with other students at my school

Yes	94.7%	1704
No	2.7%	48
?	2.6%	47

21. Teachers are fair in grading me

Yes	71.1%	1309
No	12.0%	221
?	16.9%	311

22. The present grading system used in my school is satisfactory to me

Yes	75.4%	1362
No	15.2%	274
?	9.5%	171

23. My classes are usually monotonous

Yes	33.6%	611
No	39.0%	708
?	27.4%	497

24. There should be more emphasis on the three R's (Reading, 'Riting & 'Rithmetic) in my high school

Yes	12.6%	236
No	72.7%	1363
?	14.7%	276

25. I have difficulty in keeping my mind on what I am studying

Yes	44.2%	825
No	42.4%	791
?	13.4%	251

26. I find most of my courses challenging

Yes	66.2%	1231
No	20.4%	379
?	13.4%	250

27. I think I am getting a good education at my school

Yes	80.2%	1487
No	7.6%	140
?	12.2%	227

28. I have experienced considerable difficulty in preparing for my classes

Yes	21.2%	392
No	65.2%	1211
?	13.7%	255

29. We need a greater variety of course offerings

Yes	50.0%	920
No	32.1%	591
?	17.9%	329

30. There is help available here at my school for any personal problem I might have

Yes	70.0%	1276
No	18.1%	330
?	12.0%	218

31. I have been able to participate in the school activities which interest me

Yes	70.5%	1284
No	23.0%	418
?	6.5%	118

32. Our school places too much emphasis on grades

Yes	35.4%	646
No	41.9%	764
?	22.7%	415

33. Most of the subjects I am taking are very interesting

Yes	43.9%	803
No	34.4%	629
?	21.7%	398

34. I would like to take a different group of courses than those in which I am presently enrolled

Yes	29.9%	556
No	50.5%	939
?	19.6%	364

35. I like most of the subjects I am now taking

Yes	65.5%	1204
No	21.1%	387
?	13.4%	247

36. Teachers are generally ready and willing to help me individually with my school work

Yes	65.8%	1201
No	16.2%	296
?	17.9%	327

37. I have been involved in deciding what subjects will be offered at my school

Yes	31.4%	577
No	62.0%	1139
?	6.6%	121

38. My parents place too much emphasis on grades

Yes	38.7%	715
No	51.2%	947
?	10.1%	187

39. At my school there is a variety of teaching methods used such as lectures, discussions, independent study, team teaching, etc.

Yes	64.2%	1184
No	24.9%	460
?	10.8%	200

40. It is easy to get help in my school when I need it

Yes	60.0%	1110
No	19.2%	355
?	20.8%	385

41. There are adequate guidance services for my personal needs

Yes	72.0%	1334
No	16.4%	304
?	11.7%	216

42. Most of my teachers are competent in their subject area

Yes	79.0%	1457
No	8.2%	152
?	12.7%	235

43. Other students at my high school consider this a good place to be

Yes	63.8%	1193
No	14.4%	269
?	21.9%	409

44. Suppose someone were to ask you: "Why are you going to a Catholic school?" Think for a minute & then mark the reason which is most like the one you have for attending a Catholic high school. Be sure to give your own personal reason. Choose one

To obtain a superior training in school subjects	33.5%	605
To develop a strong moral character based on religious principle	24.2%	437
To form a group of true friends	8.1%	146
Prepare for making a good living	33.6%	607
To become a patriotic American	0.7%	12

45. If the choice of high school were left entirely up to you, would you still attend this high school? Choose one

Definitely yes	40.4%	755
Probably yes	34.6%	647
Uncertain	13.3%	248
Probably no	7.3%	137
Definitely no	4.3%	81

46. Catholic schools like other schools train their students in what might be called the "regular school subjects" such as English, mathematics, social studies and science. How would you describe the academic training you have received in your high school? Choose one

Superior	19.5%	363
Very good, but could be better	48.8%	907
Average	29.0%	539
Below average	1.6%	30
Poor	1.1%	21

47. In addition to "regular school subjects", Catholic high schools also give special instruction in the teachings and practices of the Catholic religion. How would you describe the religious instruction you have received in your high school? Choose one

Superior	12.9%	236
Very good, but could be better	31.6%	579
Average	40.4%	739
Below average	9.5%	174
Poor	5.6%	103

48. You are often asked by friends and relatives how you are doing in school. Suppose instead, they were to ask you how well your teachers are doing in helping you to learn. Considering your present high school class as a whole, how well do you think the teachers, who have taught your class, have succeeded in teaching you the regular school subjects? Choose one

Exceptionally well	16.1%	296
Very well, but could be better	38.2%	700
Moderately well	37.6%	690
Only fairly well	6.4%	118
Poorly	1.6%	30

49. Some of the traits which all schools seek to develop in their students are studiousness, interest in learning new things and a strong liking for reading. Considering your present class as a whole, how well do you think your high school has succeeded in developing these scholastic traits.? Choose one

Exceptionally well	13.0%	245
Very well, but could be better	32.9%	619
Moderately well	39.9%	749
Only fairly well	11.1%	209
Poorly	3.0%	57

50. It is generally recognized that education has a "dollar and cents" value— that your schooling will help you later on to obtain a good job and earn a suitable living. How well do you think your Catholic high school is preparing you for your life work? Choose one

Exceptionally well	30.2%	565
Very well, but could be better	33.9%	633
Moderately well	22.8%	426
Only fairly well	8.2%	153
Poorly	4.9%	91

CHAPTER IV

ELEMENTARY SCHOOL SURVEY

As a part of the total study of the Cincinnati Catholic High Schools, a survey was made of elementary school students. The purpose of this portion of the study was to determine attitudes of elementary students toward their school and toward high school.

There are 80 Catholic elementary schools in the Cincinnati area which feed into the 13 high schools. These "feeder" schools vary considerably in size--from less than 100, to over 1,200. All schools were asked to take part in the survey, but participation was voluntary. Fifty of the schools chose to take part. Only grades five, seven, and eight were used in the sample. A total of 1,092 students took part.

Student Sample	
Grade 5	27.2%
Grade 6	4.0%
Grade 7	31.3%
Grade 8	37.4%
Boys	48.7%
Girls	51.3%

Even though Grade 6 was not requested, the data was used.

A. COMPOSITE REPORT

Unlike the questionnaire used for high school students, the one for the elementary students was quite short, consisting of only eleven actual questions.

In responding to whether they want to attend a Catholic High School, 74.1% said they did, and only 10.6% did not. Of importance are those 15.3% who don't know. Some action should be taken to move those persons to the positive side. In like manner, 74.0% said that their parents wanted them to attend a Catholic high school. Also, 22.3% did not know the preference of their parents.

Coeducation does not seem to be an issue about which there is a definite consensus, with 44% for it, 34.1% not for it, and 21.9% not sure.

Attitude toward the present school is quite positive, with 82.4% responding "yes". At the same time, 72.6% of the students indicated that discipline was not too strict. Only 15.4% said that it was.

When asked whether anyone from a Catholic high school had spoken to their class about attending such a school, 73.2% responded negatively, and only 20.9% indicated that they had. While most of their friends will go on to attend a Catholic high school (56.8%), some 19.6% indicated that their friends were planning on going to a public school.

The reasons for attending a Catholic school varies slightly from those given by the high school students. The same three major reasons were given but in a slightly different order.

Reason	Elementary	High School
To obtain superior training in school subjects	23.1%	33.5%
To develop strong moral character based on religious principles	34.8%	24.2%
To prepare myself for making a living	25.2%	33.6%
Other reasons	16.9%	8.7%

Elementary students similarly have a high regard for the academic training they are receiving, higher than that of the high school students, which in itself was good.

Religious instruction seems to be received with high regard by the elementary students, higher than their high school counterparts.

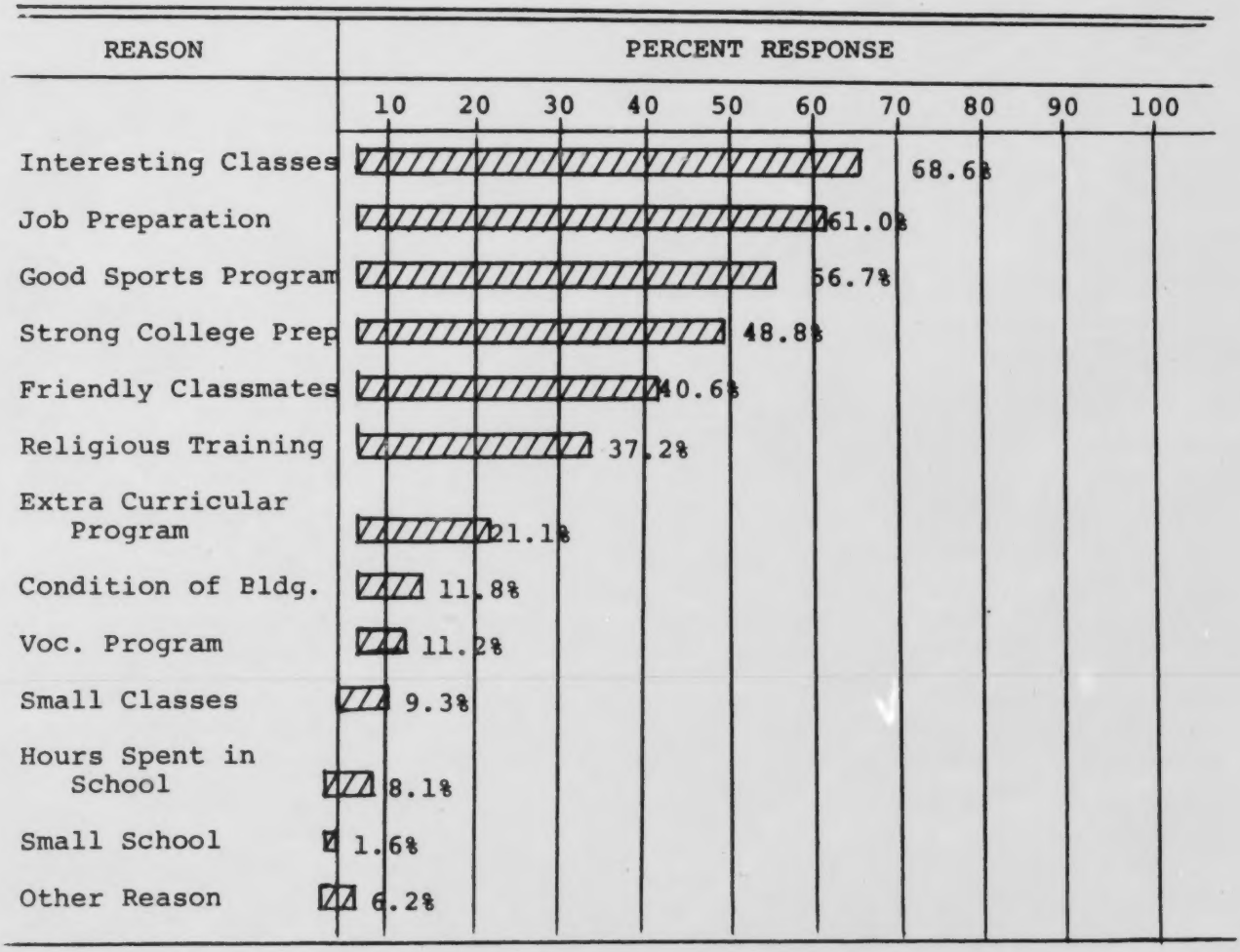
	Elementary	High School
Superior	37.6%	12.9%
Very good	33.8%	31.6%
Average	25.3%	40.4%
Below average	2.5%	9.5%
Poor	0.8%	5.6%

Finally the students were asked to respond to a list of things persons look for in a high school and to check four that they thought

were important. The number of checks each item received were converted into a bar graph to illustrate those receiving the most attention.

ELEMENTARY STUDENTS

WHAT THEY LOOK FOR IN A HIGH SCHOOL



B. INDIVIDUAL SCHOOL REPORT

Following the same pattern of displaying data as for the high school report, a table is enclosed for all the elementary schools. An "x" under a question on the number indicates where a school responded negatively by at least 10 percent from the average of all schools. Listed below are those schools having four or more such responses and, at the same time, the high schools into which they feed. Not counted in the responses were the questions on recruiting and the reasons for Catholic education. The latter reason should be individually reviewed by each school.

SCHOOL	NUMBER OF NEGATIVE RESPONSES	HIGH SCHOOL
St. Francis Seraph	4	Roger Bacon Our Lady of Angels
St. Pius	7	Roger Bacon Our Lady of Angels
St. Martin de Porres	6	Roger Bacon Our Lady of Angels
Our Lady of the Rosary	4	Roger Bacon Our Lady of Angels
St. Peter & Paul (Norwood)	4	Purcell Regina
St. Bernadette	7	McNicholas

Table 2

RESPONSES OF 10% OR MORE BELOW THE AVERAGE

BY SCHOOL

	Question Number										Total
	3	4	5	6	7	8	9	10	11	12	
St. Agnes											0
St. Aloysius											0
Annunciation			Pref Coed		X						1
St. Augustine	X	X				X					3
St. Boniface									X		1
St. Catharine						X			X		2
St. Cecilia											0
St. Carles Borromeo											0
St. Clare											0
Cure of Ars											0
St. Francis Seraph		X		X	X	X	X				5
Guardian Angels			Pref Coed			X					1
Holy Family						X			X		2
Little Flower			Pref Coed	X		X					2
St. Margaret of Cortona											0
St. Mark					X		X				2
St. Mary						X					1
St. Monica					X	X			X		3
Nativity											0
Our Lady of Grace						X					1
Our Lady of Lourdes						X					1
St. Pius	X	X	Pref Coed	X	X	X	X		X	X	8

Table 2 cont.

	3	4	5	6	7	8	9	10	11	12	
St. Richard					X	X					2
St. Teresa									X		1
St. Vincent de Paul	X						X		X		3
All Saints											0
St. Aloysius Gonzaga	X	X					X				3
St. Ann-Groesbeck					X		X			X	3
St. Bartholomew									X		1
St. Clement											0
Corpus Christi		X							X	X	3
St. Dominic-Delhi		X									1
St. Gabriel-Glendale						X					1
St. Gertrude		X				X	X				3
Gressle School					X		X				2
St. Ignatius											0
Immaculate Heart of Mary									X		1
St. James										X	1
St. John -Dry Ridge						X					1
St. Margaret Mary											0
St. Martin											0
St. Martin de Porres	X	X		X	X		X			X	6
St. Michael				X							1
Our Lady of the Rosary	X	X			X					X	4
Our Lady of Victory						X					1
Saints Peter & Paul	X				X		X			X	4
St. Saviour	X	X				X					3
St. Bernadette					X					X	2
St. Columban	X	X		X	X	X	X		X	X	8
						X					1

As was pointed out earlier, the survey of elementary students presents a positive picture of Catholic education from the point of view of the students. They like their schools, are looking ahead towards a Catholic high school, and feel they are receiving good training both in the academics and religion. Their view of the reasons for Catholic education might, in the writer's opinion, be more closely aligned with the general philosophy of Catholic education than that of the high school students. This, however, is for those in positions of responsibility to decide.

Recommendations

Recommendations coming from this portion of the study are two in number.

1. It is recommended that a more effective recruitment policy be implemented. It must begin earlier than the eighth grade. It must capitalize on those areas which students believe to be important in a high school. It must be thorough enough so that all students know whether their parents want them to attend a Catholic high school. It must be a program carried on by both the high school and the feeder school; it must be active enough so that all students are aware of it. A student will take a much more positive view of a new school when the student realizes the school wants him or her.

2. It is recommended that those schools having a high number of negative feelings about the questions asked evaluate themselves to ascertain proper measures for the correction of these attitudes. This is especially true in the number of schools which feed into the same high school. The effect that these attitudes have on enrollment can only be guessed. Even so, these negative attitudes can persist and have future effects on the high schools themselves.

Survey Results

3. Do you want to attend a Catholic high school?

Yes	74.1%	727
No	10.6%	104
?	15.3%	150

4. Do your parents want you to go to a Catholic high school?

Yes	74.0%	713
No	3.6%	35
?	22.3%	215

5. Do you want to go to a Catholic high school that has girls and boys attending (co-educational)?

Yes	44.0%	424
No	34.1%	328
?	21.9%	211

6. Do you like the school you are going to now?

Yes	82.4%	800
No	7.8%	76
?	9.8%	95

7. Is discipline at your school too strict?

Yes	15.4%	149
No	72.6%	703
?	12.0%	116

8. Has anyone sent from a high school ever spoken to you or your class about coming to a Catholic high school when you graduate from elemenatry school?

Yes	21.0%	203
No	73.2%	709
?	5.8%	56

9. Where are most of your friends planning to go to high school?

Public	19.6%	194
Catholic	56.8%	563
Private	1.9%	19
?	21.8%	216

10. Why are you going to a Catholic elementary school?

Superior training	23.1%	225
Moral character	34.8%	339
Form true friends	12.5%	122
Prepare myself for a living	25.2%	245
Patriotic citizenship	4.4%	43

11. How would you describe the academic training you have received in your school?

Superior	32.3%	316
Very good	45.3%	443
Average	20.7%	202
Below average	1.1%	11
Poor	0.6%	6

12. How would you describe the religion instruction you have received in your school?

Superior	37.6%	367
Very good	33.8%	330
Average	25.3%	247
Below average	2.5%	24
Poor	0.8%	8

CHAPTER V

PARENTS OF STUDENTS ATTENDING CATHOLIC HIGH SCHOOLS

Introduction

Of the 2,000 parents of students attending the thirteen Catholic high schools who were randomly selected to fill out a survey regarding their perceptions of Catholic schools, 730 chose to fill out and return the survey. This represents a return rate of 36.5%.

This chapter presents a summary and analysis of these returns and several recommendations based on the analysis. It needs to be stressed that these results represent parents' perceptions; they need to be balanced against other data presented in this report and available from other sources.

Taken as a unit, however, it is hoped the results of this survey may be helpful to school administrators, teachers, high school boards of education, and the Archdiocesan Board of Education in several ways:

a. Schools will become more cognizant of parental likes and dislikes.

b. Where parental perceptions are inaccurate, school officials will spend some energy in making them more accurate.

c. Future decisions can be made more wisely.

d. Dialogue will take place between school officials, parents and students on the general subject of making the school experience more productive.

For purposes of summary and analysis, the survey results have been divided into five areas: curricular and program areas, including specific educational outcomes; teachers' qualifications and relationships with students; services; facilities; and individual categories. It is mentioned in parentheses when responses of parents whose children attend a specific high school deviate significantly from the average.

Curricular and Program Areas

In the area of curriculum it seems quite obvious that parents are sending their children to Catholic high schools despite a belief that public high schools do a better job in vocational and technical education than Catholic high schools do. Over 90% of the parents see public schools as superior in this area. On the other hand, almost 70% think Catholic high schools are doing a better job of preparing students for college than their public counterparts (parents from Roger Bacon were most favorable in their responses; Seton and Mt. Notre Dame high school parents were least favorable in this area).

Evidently the majority of parents are satisfied with this curricular emphasis since over 85% of those responding indicated that they feel Catholic schools were, in fact, preparing their children for a career after high school (Elder High School was most favorably perceived regarding this variable), and more than half of the parents feel that Catholic schools have the best curricular choices for their children's academic needs.

These results are significant when compared with the fact that public schools are seen by parents as offering a greater variety of course offerings than Catholic schools (parents from McAuley High

School see the greatest discrepancy in variety of course offerings; Elder High School parents see the least degree of discrepancy). Secondly, parents perceive no significant difference between Catholic and public high schools in the realm of educational innovation (the only major exceptions to this view are Marian parents, more of whom see Catholic schools as innovative than is the norm; parents from Regina and Mt. Notre Dame high schools indicated they think Catholic high schools to be the least innovative). But only about 2% of the parents indicated that innovative programs were a significant factor in determining which high school their children would attend. Thirdly, over half of the parents (50.6%) feel that Catholic high schools provide adequate opportunities for non-classroom learning activities (Marian High School received exceptional support: a full 75% of the parents think this to be the case; Roger Bacon received the least support (35%) in this area).

In the area of extra-curricular activities, parents think the public schools have stronger programs (parents from Elder High School ranked Catholic high schools the strongest in this area, while parents from Regina ranked Catholic schools the weakest in this area). On the other hand, it should be noted that only about 4% of the parents indicated that the athletics program, an important part of extra-curricular activities, was one of the four most significant factors in their choice of a high school. And extra-curricular activities were hardly mentioned by parents in their comments.

In terms of educational outcomes, almost all the parents (703 of 721 who responded) see Catholic high schools as having stronger discipline programs than public high schools. Only three parents of 721 feel public schools are doing a better job, while

fifteen parents see no significant difference. Similarly, by an overwhelming majority (95%), parents indicated that they perceive Catholic schools as doing a better job of developing respect for persons and property than public schools (Regina parents were especially supportive in this area). Over 83% of the parents think Catholic schools are doing a better job of facilitating moral growth and honesty than is done in public schools (Marian and Roger Bacon parents were especially supportive in this area).

These results appear not only to reflect a perceived superiority of Catholic over public schools but also a satisfaction with what Catholic schools are doing in this area since almost 90% of the parents feel that their Catholic high school is helping their child develop high personal values and standards, while only 3.8% do not think their Catholic school is fulfilling this function adequately. Furthermore, almost 60% of the parents indicated that discipline was one of the four most significant factors in deciding upon a Catholic high school. And almost 44% indicated that personal growth in responsibility was one of the four most significant factors in their decision.

Nor do the parents seem to feel that these outcomes are being obtained at the cost of other worthwhile objectives. Some 83% of the parents indicated that they feel their Catholic high school is helping their son or daughter have positive feelings and a good self-image about him or herself (the school ranked especially high in this area was LaSalle; the least helpful school, as perceived by parents, was McAuley). Similarly, almost 90% of parents responding indicated that Catholic schools do a better job of facilitating <u>self</u>-discipline

and promoting hard work on the part of students (Mt. Notre Dame parents were most supportive and McNicholas parents least supportive in this area). Furthermore, by an overwhelming majority (over 95%), parents indicated that Catholic school discipline policies are not too strict.

In the area of religious education, while a large majority of parents would like to see more religious on the faculties of the schools, 85% of them see Catholic schools as being successful in propagating Catholic values and morals in their children (Mother of Mercy and Roger Bacon parents were most supportive and McNicholas parents least supportive in this area). Apparently these parents do not see this outcome as being achieved at the expense of other areas since 96% of the parents disagree with the statement that Catholic schools dwell too heavily on religion, even in non-religious studies. Almost nine of every ten parents disagree with the idea that there is little need for religious instruction beyond the elementary school level. Furthermore, more than half of the parents indicated that "Christian atmosphere" was one of the four most important factors in deciding upon a Catholic high school. An almost equally large number (44.7%) listed religious training as one of the four most significant factors.

In one important area, parents do not overwhelmingly see Catholic schools as doing a superior job. In the eyes of 39% of the parents, Catholic schools do a better job of promoting intergroup harmony between the races and ethnic groups than do public schools. A little over 20% see the public school effort as superior; while over 40% see no significant difference between the two systems (parents from

Marian High School see Catholic schools in the most positive light in this area; parents from Purcell are least supportive in this area). On the other hand, only one of ten of the parents see Catholic schools as being too segregated (parents from Marian, McAuley and Purcell do see segregation as more of a problem than do parents from other high schools).

Teachers' Qualifications and Relationships with Students

A most significant finding is that over 99% of the parents perceive teachers in Catholic high schools as being more dedicated than teachers in public high schools. At the same time, over 90% indicate that they think teachers in Catholic high schools are at least as knowledgeable as their colleagues in public schools (parents from Marian High School assigned the highest value to the knowledge of Catholic high school teachers; McNicholas High School parents were least supportive in this area).

In the area of relationships between students and faculty, three out of four parents see Catholic schools as paying more individual attention to students than do public schools. They also tend to think that students attending Catholic high schools have class sizes more favorable to student learning than students attending public high schools. Similarly, more than three out of four of the parents feel that there is open communication between their child and the teachers at their high schools (communications were seen as most open by parents of Marian High School students; as least open by parents of McAuley and Our Lady of Angels High School students). Similarly, 69% of the parents see communications between the administration and students at their high school as being open (this tendency was seen

to be the strongest at Roger Bacon and the weakest at McAuley High School).

In terms of communication between the school and parents, four out of five parents think teachers in their Catholic high school have open communications with parents (parents of Roger Bacon students were most supportive and those associated with McAuley least supportive in this area). More than 78% of the parents perceive communications as open between themselves and the administrators of their high schools (again, Roger Bacon parents were most supportive in this area).

Services

In the area of services, more than half of the parents perceive Catholic high schools as doing a poorer job in offering psychological services to students than public schools (McAuley High School parents perceive Catholic high schools as the weakest in this area). On the other hand, only 27% of the parents think public high schools are doing a better job of offering counseling services, while the remaining 73% think either that Catholic high schools are superior or that there is no significant difference in this area (parents from Elder High School have the most positive view of counseling services at Catholic high schools; McAuley parents were least supportive in this area).

In a related area, about 40% of the parents indicated that Catholic high schools do not offer courses for students with special needs (i.e. handicaps, learning disabilities, etc.). About 23% indicated that it is their understanding that such courses were available, while 38% indicated that they did not know whether such

courses were being offered.

Facilities

Parents do not perceive Catholic school facilities as being better than public school facilities. A large percentage see the physical education, classroom, library and laboratory facilities as superior in the public schools. It is only in the area of maintenance of the buildings that Catholic schools are given a higher rating than public schools.

Individual Categories

Certain individual categories which are often discussed as being related to the selection of a Catholic or public high school were also surveyed.

1. In the area of transportation, the responses indicate that for most parents who send their child to a Catholic high school, transportation is not a major factor in their decision.

2. Over 50% of the parents indicated that the quality of education their child received in elementary school was a factor in selecting a Catholic high school.

3. Parents were equally split as to whether there should be an "open enrollment" policy for Catholic high schools. Almost 42% agreed and about 40% disagreed with the statement, "Our child should have had the opportunity to attend any Catholic high school in the Cincinnati area" (open enrollment received the strongest support from parents associated with Marian, Purcell and Our Lady of Angels high schools).

4. There appears not to be strong support for co-education among the majority of parents. Almost 60% disagree with the

proposition that Catholic schools should be co-educational. On the other hand, it needs to be pointed out that parents of children in the only co-educational school, McNicholas, supported co-education by 80%.

5. The area of recruitment is one that seems to need strengthening. Only 17% of the respondents indicated that a substantial recruiting effort was made to insure that their child would attend a Catholic high school (recruiting efforts were most perceptible to parents from Purcell and Roger Bacon high schools: McAuley High School parents perceived the least recruiting effort). As equally significant, only about 10% of the parents were aware of substantial efforts to recruit their children into Catholic elementary schools. It seems important to note in this regard that only 47 of 730 parents indicated that their child made the ultimate decision about which high school he would attend; more than 91% indicated that either they alone or they together with their child made the choice about which high school the child would attend.

6. Finally, parents were asked to indicate if they thought Catholic schools are too expensive. Slightly over half of the parents do think the schools are too expensive. When this response was correlated with parents' reported income it was found that more than 60% of the parents whose income was under $12,000 indicated that the Catholic schools are too expensive. About 55% of parents whose income is $12,001 to $20,000 agreed; while only 40% of parents whose income is $20,001 or above think Catholic schools are too expensive.

These results seem to indicate that the choice of a Catholic high school involves a definite financial hardship in the eyes of

the vast majority of parents whose family income is $12,000 or below. Nevertheless, these parents are willing to spend the money as long as they think it results in a superior education, which seems to mean to them an education which, in a Christian atmosphere, promotes self-discipline, moral responsibility, respect for persons and property, good work habits, and religious training as well as academic preparation.

Recommendations

1. It is recommended that a substantial increase be made in the recruiting efforts of the thirteen high schools and their feeder schools. These efforts should be particularly directed to parents on a personal basis.

2. It is recommended that the recruiting efforts highlight the following parental perceptions:

   a. Catholic high schools have a dedicated cadre of teachers.
   b. Catholic high schools have a discipline program that has reasonable limits, is fairly enforced, and which promotes self-discipline and the development of good work habits.
   c. Catholic high schools have faculties that provide individual attention to their students.
   d. Students going to Catholic high schools receive superior academic counseling.
   e. Catholic high schools provide a climate that promotes intellectual and spiritual growth.

3. It is recommended that before any plans are made to implement co-educational high schools, a considerable effort be made to make it possible for parents to see how this change will benefit their children.

4. It is recommended that:

   a. It be communicated to parents that increasingly Catholic high schools are being asked to serve students who come to high school with serious academic deficiencies.

   b. At least one pre-high school center (grades 4-8) be identified and staffed to handle such youngsters.

   c. At least one high school center be designated to set up a program for such youngsters.

5. It is recommended that Catholic high schools spend the major amount of energy and money in strengthening already strong academic programs as opposed to attempting to strengthen vocational-technical education, innovative educational programs and expanded variety of course offerings.

6. It is recommended that the high schools do all they can, within financial limitations, to give better support to extra-curricular programs.

Survey Results

1. Vocational and Technical Education

Catholic	4.8%	34
Public	90.5%	646
No difference	4.8%	34

2. College Preparation

Catholic	69.7%	492
Public	3.8%	27
No difference	26.5%	187

3. Discipline

Catholic	97.5%	703
Public	0.4%	3
No difference	2.1%	15

4. Individual Attention

Catholic	74.4%	519
Public	8.3%	58
No difference	17.3%	121

5. Extra-curricular Activities

Catholic	27.0%	191
Public	34.5%	244
No difference	38.5%	272

6. Physical Education Facilities

Catholic	10.7%	76
Public	68.5%	488
No difference	20.8%	148

7. Counseling Services

Catholic	40.6%	280
Public	27.0%	186
No difference	32.5%	224

8. Psychological Services

Catholic	23.1%	150
Public	53.9%	350
No difference	23.0%	149

9. Variety of Course Offerings

Catholic	10.0%	70
Public	67.6%	472
No difference	22.3%	156

10. Classroom and Library Facilities

Catholic	21.6%	149
Public	44.1%	304
No difference	34.3%	237

11. Laboratory Facilities

Catholic	10.5%	71
Public	61.4%	414
No difference	28.0%	189

12. Maintenance of Buildings

Catholic	47.2%	328
Public	19.6%	136
No difference	33.2%	231

13. Number of students per class

Catholic	50.1%	336
Public	24.3%	163
No difference	25.6%	172

14. More Dedicated Teachers

Catholic	83.3%	587
Public	0.9%	6
No difference	15.9%	112

15. More Knowledgeable Teachers

Catholic	42.3%	287
Public	8.0%	54
No difference	49.8%	338

16. Innovative Educational Programs

Catholic	34.2%	226
Public	31.5%	208
No difference	34.3%	227

17. Developing Respect for Persons and Property

Catholic	95.1%	683
Public	0.4%	3
No difference	4.5%	32

18. Transportation was a major factor in deciding what high school our child would attend?

Yes	10.3%	75
No	88.7%	646
Don't Know	1.0%	7

19. The quality of the education that our child recieved at the elementary level was a deciding factor for sending our child to his/her high school?

Yes	51.5%	371
No	45.5%	328
Don't Know	3.1%	22

20. Our child should have had the opportunity to attend any Catholic high school in the Cincinnati area?

Yes	41.9%	297
No	40.3%	285
Don't Know	17.8%	126

21. Catholic schools train children in self-discipline and hard work better than public schools?

Yes	89.3%	649
No	4.0%	29
Don't Know	6.7%	49

22. Catholic schools teach children to like other races and nationalities better than public schools?

Yes	38.8%	277
No	20.7%	148
Don't Know	40.5%	289

23. Catholic schools train children to be more honest and morally upright than public schools?

Yes	83.1%	593
No	7.0%	50
Don't Know	9.9%	71

24. Catholic schools have discipline policies that are too strict.

Yes	2.2%	16
No	95.7%	696
Don't Know	2.1%	15

25. Catholic schools should have more religious (sisters, brothers, priests) on their faculties.

Yes	65.1%	462
No	16.8%	119
Don't Know	18.2%	129

26. Catholic schools do not offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.).

Yes	39.3%	284
No	22.6%	163
Don't Know	38.1%	275

27. There was a substantial recruitment effort to get our child to attend Catholic high school when he/she left elementary school?

Yes	17.2%	125
No	77.2%	561
Don't Know	5.6%	41

28. There was a substantial effort made to have us enroll our child into Catholic elementary school.

Yes	10.4%	75
No	86.9%	628
Don't Know	2.8%	20

29. Catholic schools are too expensive

Yes	52.6%	376
No	39.6%	283
Don't Know	7.8%	56

30. Catholic schools are too segregated.

Yes	9.7%	69
No	79.9%	570
Don't Know	10.4%	74

31. Catholic schools dwell too heavily on religion, even in non-religious studies.

Yes	3.7%	27
No	92.0%	666
Don't Know	4.3%	31

32. There is little need for religious instruction beyond the elementary level.

Yes	8.1%	58
No	89.0%	637
Don't Know	2.9%	21

33. The school our child presently attends is preparing our child for a career after high school.

Yes	85.8%	612
No	8.7%	62
Don't Know	5.5%	39

34. The school our child presently attends is helping our child to develop high personal values and standards.

Yes	89.6%	645
No	3.8%	27
Don't Know	6.7%	48

35. The school our child presently attends is helping him/her to have positive feelings and a good self-image.

Yes	83.0%	595
No	4.0%	29
Don't Know	13.0%	93

36. The school our child presently attends has the best curriculum choices for our child's academic needs.

Yes	53.9%	383
No	21.4%	152
Don't Know	24.6%	175

37. The school our child presently attends provides adequate opportunities for non-classroom learning activities (field trips, special assemblies, etc.).

Yes	50.6%	361
No	28.4%	203
Don't Know	21.0%	150

38. The school our child presently attends should be co-educational.

Yes	24.7%	173
No	59.7%	418
Don't Know	15.6%	109

39. The school our child presently attends is instilling Catholic values and morals into our children's spiritual growth.

Yes	84.3%	602
No	7.0%	50
Don't Know	8.7%	62

40. The school our child presently attends has open communication between teachers and our child.

Yes	76.5%	547
No	8.8%	63
Don't Know	14.7%	105

41. The school our child presently attends has open communication between teachers and me (parent).

Yes	80.8%	575
No	10.4%	74
Don't Know	8.8%	63

42. The school our child presently attends has open communication between our child and the administration.

Yes	69.0%	493
No	10.6%	76
Don't Know	20.4%	146

43. The school our child presently attends has open communication between me (parent) and the administration.

Yes	78.8%	559
No	9.4%	67
Don't Know	11.7%	83

44. Do you have any children at home who are younger than your high school age child who might attend Catholic high school?

Yes	66.5%	482
No	33.4%	242
Don't Know	0.1	1

45. If "yes", how many?

1	38.6%	187
2	32.0%	155
3	19.6%	95
4	4.7%	23
5 or more	5.2%	25

46. Our average family income is:

below $8,000	5.1%	33
$8,000-12,000	18.9%	123
$12,000-20,000	46.2%	301
above $20,000	29.9%	195

47. Who made the ultimate decision about which high school your child would attend?

Your child	6.7%	47
You(parent)	24.2%	170
Both	67.6%	475
Other	1.6%	11

From the list below, parents were asked to select four items that were the most important in their choice of a high school. To process the data, weighted scores were used. If a parent indicated that one choice was the single most important factor in their selection, a weighted score of 4 was assigned; if it was second most important, a weighted score of 3 was assigned; if it was chosen as the third most important factor, a weighted score of 2 was assigned; and if it was the fourth most important factor, a weighted score of 1 was assigned.

Then the weighted scores for each choice were added. Obviously the higher the sum of the weighted score, the more important it was to parents responding. Choices were then ordered.

Christian atmosphere	1084
Discipline	1070
Religious training	965
Personal growth in responsibility	762
College Preparation Program	559
Excellent teaching staff	381
Tradition and reputation	365
Dissatisfaction with other schools	298
Individual attention	149
Other	60
Athletic program	47
Innovative programs	29

CHAPTER VI

PARENTS OF STUDENTS NOT ATTENDING CATHOLIC HIGH SCHOOLS

Introduction

Approximately 1,200 randomly selected parents of students who had attended Catholic elementary schools but who are now attending non-Catholic high schools were requested to fill out a survey indicating their perceptions of Catholic schools. 126 of these parents chose to fill out and return the surveys. This represents a return rate of 10.5%.*

This chapter presents a summary and analysis of these returns, comparisons with the returns of the survey of parents of students who are attending Catholic high schools, and a set of recommendations. Again, it needs to be emphasized that the perceptions of this group of parents needs to be balanced with the other information contained in this report and available from other sources.

For purposes of summary, analysis and comparison, the survey results have been divided into five areas: currciular and program area, including specific educational outcomes; teachers' qualifications and relationships with students; services; facilities; and individual categories.

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* In comparison to the other groups of parents surveyed, this return rate is obviously low, perhaps indicating a lower level of concern on the part of these parents with the future of Catholic high schools.

Curricular and Program Areas

Parents of students attending non-Catholic high schools by a percentage of 86.5 to 3.5 see public high schools as offering better programs in vocational and technical education than Catholic high schools. 8.7% of the parents see no significant difference between the two. This perception closely parallels the views of parents of students in Catholic high schools who indicated that they see public high schools having stronger programs in vocational and technical education by a ratio of 90.5% to 4.8%.

This similarity in perceptions is not as true in the area of college preparation however. By a margin of better than two to one (42.9% to 17.5%), Catholic high schools are seen as doing a better job of preparing students for college. A significant 37.3% of the parents see no difference between public and Catholic high schools in this area. These percentages, though still "favoring" Catholic schools, are quite different from those obtained from parents of Catholic high school students where 69.7% (an increase of 26.8 percentage points) see the Catholic schools as doing a better job; public high schools were seen as doing a better job by only 3.8% of these parents (a decrease of 13.7 percentage points). But it also needs to be noted that only 25.4% of these parents feel that the non-Catholic high school their child is attending is providing a better academic background than the Catholic high school would have; almost 44% indicated that they thought the Catholic high school definitely would have provided a better academic background. Secondly, non-Catholic high schools are seen as not providing adequate opportunities for non-classroom learning activities by a margin of more

than two to one of these parents. This is in sharp contrast to the perceptions of the Catholic high schools made by parents of Catholic high school students.

In terms of variety of courses and innovations, parents of non-Catholic high school students share the perceptions of parents of Catholic high school students. Parents see public high schools as being stronger in the variety of course offerings than Catholic high schools (74.6% of the parents of non-Catholic high school students favor public schools to 4.8% favoring Catholic high schools in this area). Similarly, by a substantial margin (more than three to one) public high schools are seen by these parents as having stronger programs in educational innovation. However, it should be noted that these parents did not place a high level of importance on this area when selecting a high school. Only 11.9% listed innovative programs as one of the four reasons why they selected a non-Catholic high school for their child.

In terms of religious training, less than 10% of these parents feel that Catholic schools dwell too heavily on religion even in non-religious studies. And only one out of every six feels there is little need for religious instruction beyond the elementary school level. Furthermore, by a margin of three to one, this group of parents indicated that they would prefer to have more religious as members of the faculties of Catholic schools.

This view of religious education also is reflected in the fact that a relatively insignificant percentage of these parents indicated that religious education was a reason for selecting a non-Catholic high school, and few comments (either positive or negative) about

religious education were made on the surveys by these parents.

In the area of extra-curricular activities, this group of parents by a ratio of almost eight to one views public high schools as having programs which are superior to those of the Catholic high schools. Parents of students in Catholic high schools concur in this perception though not by as wide a margin. However, both groups of parents infrequently mentioned extra-curricular activities in their comments nor did they indicate the area as one of the most crucial considerations in the choice of a high school.

In the area of selected educational outcomes, this group of parents generally sees the Catholic high schools as doing a better job than the public high schools. 77% of the parents responding see Catholic high schools as having stronger discipline programs than public high schools. In the eyes of only 4% of the parents, public high schools were stronger in discipline (as in other areas, this set of parents have a less favorable view of Catholic high schools than parents whose children are attending Catholic high schools: 20% fewer see Catholic high schools as superior in this area). Furthermore, by a margin of more than two to one (61.9% to 26.2%) this group of parents sees Catholic schools as doing a better job of promoting self-discipline and developing habits of hard work in students than is done in public schools. And less than 5% think the discipline policies of Catholic schools are too strict.

These positive perceptions of Catholic high schools are also reflected in the parents' views of other areas. As does the group of parents who have children in Catholic high schools, this group of parents, by a tremendous margin (69% to 3.2%), sees Catholic high

schools as having superior programs for developing respect for persons and property than do public high schools. Similarly, they see Catholic high schools as doing a better job of training students to be more honest and morally upright than public schools by a margin of 52.4% to 30.2%. Finally, while 54% of the parents indicated that the non-Catholic high schools their children are attending is helping them to have positive feelings about themselves, this figure does not compare too favorably when contrasted with the fact that over 83% of the parents whose children are in Catholic high schools state that their high schools are fostering positive self-image.

In one final area, there is a contrast between the perceptions of parents whose children are attending a non-Catholic high school and parents whose children are attending Catholic high schools. These parents perceive the public schools as doing a better job of teaching students to like other races and nationalities than the Catholic schools are doing. On the other hand, similar to the other set of parents, only one out of six of these parents feel that Catholic schools are too segregated.

Teachers' Qualifications and Relationships with Students

50% of the parents of children attending non-Catholic high schools see teachers in Catholic high schools as being more dedicated than teachers in public high schools; 5.6% see teachers in public high schools as more dedicated, while 38.9% think there is no significant difference. Although these perceptions favor Catholic high schools, they are not as favorable as the perceptions of parents with children in Catholic high schools where 83.3% of the parents think teachers in the Catholic high schools are more dedicated. By a slight

margin (20.6% to 15.9%) teachers in Catholic high schools are seen as more knowledgeable than teachers in public high schools. A significant 54.8% of these parents see no significant difference between the two groups. The group of parents cited in the previous chapter favors teachers in Catholic schools in this area by a margin of 42.3% to 8%, with 49.8% seeing no significant difference.

This general trend is also reflected in the area of individual attention and class size. By a little more than a two to one margin, this group of parents sees Catholic high schools as being superior to public schools in making individual attention available to the students. However, this view is much less favorable than the percentages of parents of students attending Catholic high schools. Similarly, this group of parents sees Catholic high schools as being superior to public high schools in the number of students per class by a margin of 32.5% to 22.2% to 34.9% (Catholic high school to public high school to no significant difference respectively). This is in contrast to the parents of students in Catholic high schools where the respective figures were 50.1% to 24.3% to 25.6%.

Similar to the perceptions of parents of Catholic high school students, this group of parents indicated that they think communications between students and teachers and between students and administrators are better at Catholic high schools than they are at public high schools.

Services

Parents of non-Catholic high school students see public high schools as having superior programs in counseling by better than two and one half to one. This is a significantly higher figure than

the one presented by parents who have students in Catholic high schools. The views of the two groups of parents parallel each other in the area of psychological services; parents of non-Catholic high school students also see public high schools as having superior programs. Finally, 43.7% of these parents indicated that they do not know whether Catholic high schools offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.). Another 19.8% feel that Catholic high schools do not offer such courses.

Facilities

This group of parents' perceptions of facilities at Catholic and public high schools parallels closely those of parents with children in Catholic high schools. By a wide margin they perceive public high schools as superior in the physical education, classroom, library and laboratory facilities in comparison with Catholic high schools. They also think that Catholic high schools are doing a better job maintaining their buildings than the public high schools are doing.

Individual Categories

Six other areas which have been often discussed in relation to the selection of a high school were also surveyed.

1. 25% of the parents whose offspring attended Catholic elementary schools but now attend non-Catholic high schools indicated that transportation was a major factor in deciding which high school their child would attend.

2. 20% of the parents responding indicated that the quality of the elementary school was a significant factor in determining which high school their child would attend.

3. By a margin of 37% to 28.6%, parents indicated that their child should have had the opportunity to attend any Catholic high school in the Cincinnati area.

4. 21.4% of the parents indicated that co-education was one of the four major reasons that they chose a non-Catholic high school. This percentage may relate to the fact that by about a three to two ratio, this group of parents indicated that they think public schools provide students with a more balanced social life than do Catholic high schools.

5. Significantly, less than 30% of the parents indicated there had been a substantial effort made to recruit their children for Catholic high schools. As with the other group of parents, this group indicated there had been even less of an effort to recruit their children for the Catholic elementary schools. Again, this response rate is important given the fact that over 90% of the parents indicated that they or they together with their child made the ultimate decision about which high school the child would attend, as opposed to the child making the ultimate decision.

6. As was anticipated, the area of expense and tuition appears to be a very significant area for parents whose children are not attending Catholic high schools. For instance, three out of four of these parents indicated that they feel Catholic schools are too expensive. By a margin of more than two to one (62.7% to 30.2%), parents indicated that their children are going to non-Catholic schools because the price of tuition at Catholic high schools is too high for their family budgets. Similarly, 61% of the parents who indicated tuition as one of the four most important reasons for

choosing a non-Catholic high school listed it as the single most important factor in their decision.

Furthermore, there is an outstanding difference when tuition as a factor in choice of high school is related to reported family income among these parents. 88% of the parents whose family income is between $8,001 and $12,000 indicated that the non-Catholic school was chosen because the tuition was deemed too high for the family budget. Only 25% of those whose income was $20,000 or above chose the non-Catholic high school because the Catholic high school tuition was too high for the family budget.

Recommendations

1. It is recommended that in making policy decisions and when in contact with parents the following perceptions of both groups of parents should be emphasized:

   a. Catholic high schools are very human institutions.
   b. Catholic high schools provide an opportunity for students to receive individual attention from a dedicated teacher.
   c. Catholic high schools are places where reasonable and fair limits are established for students.
   d. Catholic schools provide an atmosphere where students can grow spiritually and morally as well as cognitively.
   e. Catholic schools provide an atmosphere that leads children to think better of themselves.

2. It is recommended that the superintendent's office and high school principals, in a spirit of cooperation, attempt to devise

policies which will help to reverse the trend of parents with lower family incomes choosing public rather than Catholic high schools primarily because of high tuitions, lest Catholic high schools become less representative of the Catholic population at large. In this regard, recommendations contained in this report which involve potential savings and measures for insuring the continuation of Catholic schools should not be overlooked.

3. It is recommended that, if the high schools are going to take the responsibility for promoting inter-racial and inter-ethnic understanding, they should adopt definite and visible programs in this area. The schools should work more closely with the Archdiocesan Urban Schools Coordinator and participate more fully in workshops and conferences arranged or recommended by the superintendent's office to promote inter-racial and inter-ethnic understanding. This seems particularly important since neither group of parents gave the Catholic schools very high ratings in this area.

4. It is recommended that there be more opportunities for co-education in order to respond to what seems to be desired by a significant number of the Catholic population. This recommendation should not be interpreted as meaning that all high schools should move in this direction.

5. It is recommended that Catholic high schools not attempt to compete with non-Catholic high schools in variety of courses offered, etc. Catholic schools must put the emphasis on the quality of their programs.

Survey Results

1. Vocational and Technical Education

Catholic	3.2%	4
Public	87.9%	109
No Difference	8.9%	11

2. College Preparation

Catholic	43.9%	54
Public	17.9%	22
No Difference	38.2%	47

3. Discipline

Catholic	79.5%	97
Public	4.1%	5
No Difference	16.4%	20

4. Individual Attention

Catholic	43.3%	52
Public	18.3%	22
No Difference	38.3%	46

5. Extra-curricular Activities

Catholic	8.9%	11
Public	65.9%	81
No Difference	25.2%	31

6. Physical Ed. Facilities

Catholic	5.9%	7
Public	82.2%	97
No Difference	11.9%	14

7. Counseling Services

Catholic	17.8%	21
Public	45.8%	54
No Difference	36.4%	43

8. Psychological Services

Catholic	12.7%	14
Public	51.8%	57
No Difference	35.5%	39

9. Variety of Course Offerings

Catholic	5.0%	6
Public	78.3%	94
No Difference	16.7%	20

10. Classroom and Library Facilities

Catholic	11.1%	13
Public	51.3%	60
No Difference	37.6%	44

11. Laboratory Facilities

Catholic	9.7%	11
Public	66.4%	75
No Difference	23.9%	27

12. Maintenance of Buildings

Catholic	29.6%	34
Public	22.6%	26
No Difference	47.8%	55

13. Number of students per class

Catholic	36.3%	41
Public	24.8%	28
No Difference	38.9%	44

14. More Dedicated Teachers

Catholic	52.9%	63
Public	5.9%	7
No Difference	41.2%	49

15. More Knowledgeable Teachers

Catholic	22.6%	26
Public	17.4%	20
No Difference	60.0%	69

16. Innovative Educational Programs

Catholic	14.0%	15
Public	43.0%	46
No Difference	43.0%	46

17. Developing Respect for Persons and Property

Catholic	73.7%	87
Public	3.4%	4
No Difference	22.9%	27

18. Transportation was a major factor in deciding on what high school our child would attend.

Yes	24.8%	31
No	72.0%	90
Don't Know	3.2%	4

19. The quality of the education that our child received at the elementary level was a deciding factor for sending our child to his/her high school.

Yes	21.8%	27
No	71.8%	89
Don't Know	6.5%	8

20. Our child should have had the opportunity to attend any Catholic high school in the Cincinnati area.

Yes	39.2%	47
No	30.0%	36
Don't Know	30.8%	37

21. Catholic schools train children in self-discipline and hard work better than public schools.

Yes	63.4%	78
No	26.8%	33
Don't Know	9.8%	12

22. Catholic schools teach children to like other races and nationalities, such as Blacks, Puerto Ricans and immigrants, better than public schools.

Yes	25.0%	31
No	43.5%	54
Don't Know	31.5%	39

23. Catholic schools train children to be more honest and morally upright than public schools.

Yes	53.7%	66
No	30.9%	38
Don't Know	15.4%	19

24. Catholic schools have discipline policies that are too strict.

Yes	4.8%	6
No	85.5%	106
Don't Know	9.7%	12

24. Catholic schools have discipline policies that are too strict.

Yes	4.8%	6
No	85.5%	106
Don't Know	9.7%	12

25. Catholic schools should have more religious (sisters, brothers, and priests) on their faculties.

Yes	59.8%	73
No	17.2%	21
Don't Know	23.0%	28

26. Catholic schools do not offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.).

Yes	34.4%	42
No	20.5%	25
Don't Know	45.1%	55

27. There was a substantial recruitment effort to get our child to attend Catholic high school when he/she left elementary school.

Yes	28.8%	36
No	67.2%	84
Don't Know	4.0%	5

28. There was a substantial effort made to have us enroll our child into Catholic elementary school.

Yes	16.4%	20
No	82.0%	100
Don't Know	1.6%	2

29. Catholic schools are too expensive.

Yes	76.6%	95
No	20.2%	25
Don't Know	3.2%	4

30. Catholic schools are too segregated.

Yes	16.8%	21
No	66.4%	83
Don't Know	16.8%	21

31. Catholic schools dwell too heavily on religion, even in non-religious studies.

Yes	9.6%	12
No	79.2%	99
Don't Know	11.2%	14

32. There is little need for religious instruction beyond the elementary level.

Yes	17.4%	21
No	75.2%	91
Don't Know	7.4%	9

33. The school our child presently attends provides him/her with a positive feeling about him/herself.

Yes	70.7%	87
No	8.9%	11
Don't Know	20.3%	25

34. The school our child presently attends provides him/her with a better academic background than the Catholic schools.

Yes	26.0%	32
No	44.7%	55
Don't Know	29.3%	36

35. The school our child presently attends provides him/her with substantial non-classroom learning activities (field trips, special assemblies, etc.).

Yes	55.7%	68
No	19.7%	24
Don't Know	24.6%	30

36. The school our child presently attends provides him/her with a more balanced social life than is available at the Catholic schools.

Yes	46.0%	57
No	30.6%	38
Don't Know	23.4%	29

37. The school our child presently attends provides him/her with a more adequate system of communication with teachers than the Catholic schools do.

Yes	23.1%	28
No	47.9%	58
Don't Know	28.9%	35

38. The school our child presently attends provides him/her with a more adequate system of communication with administration (principal, vice principal, etc.) than the Catholic schools do.

Yes	26.2%	32
No	39.3%	48
Don't Know	34.4%	42

39. The school our child presently attends provides me (parent) with an adequate system of communication with teachers.

Yes	66.9%	83
No	14.5%	18
Don't Know	18.5%	23

40. The school our child presently attends provides me (parent) with an adequate system of communications with administration (principals, vice principals, etc.).

Yes	68.5%	85
No	11.3%	14
Don't Know	20.2%	25

41. The school our child presently attends was chosen because the price of tuition at the Catholic high school was too high for our family budget.

Yes	66.9%	79
No	32.2%	38
Don't Know	0.8%	1

42. The school my child presently attends is

Public	98.2%	111
Private (other than Catholic)	0.9%	1
Vocational Training school	0.9%	1

43. Do you have any children at home who are younger than your high school age child who might attend a Catholic high school?

Yes	72.6%	90
No	27.4%	34

44. If "yes", how many?

1	40.0%	38
2	22.1%	21
3	17.9%	17
4	12.6%	12
5 or more	7.4%	7

45. Our average family income is (Please feel free to omit this if you find it personally objectionable).

below $8,000	7.1%	8
$8-12,000	33.9%	38
$12,-20,000	44.6%	50
$20,000 & above	14.3%	16

46. Who made the ultimate decision about which high school your child would attend?

your child	6.5%	8
you(parent)	38.7%	48
parent & child	53.2%	66
another (specify)	1.6%	2

From the list below, parents were asked to select four items that were the most important in their choice of a high school. To process the data, weighted scores were used. If a parent indicated that one choice was the single most important factor in their selection, a weighted score of 4 was assigned; if it was second most important, a weighted score of 3 was assigned; if it was chosen as the third most important factor, a weighted score of 2 was assigned; and if it was the fourth most important factor, a weighted score of 1 was assigned.

Then the weighted scores for each choice were added. Obviously the higher the sum of the weighted score, the more important it was to parents responding. Choices were then ordered.

Tuition	171
Personal growth in responsibility	127
College Preparation Program	111
Excellent teaching staff	101
Discipline	95
Dissatisfaction with other schools	60
Tradition and reputation	57
Coeducation	50
Other	50
Religious training	43
Individual attention	36
Innovative programs	33
Athletic program	20

CHAPTER VII

PARENTS OF POTENTIAL STUDENTS

Introduction

Fifteen hundred parents of potential students were sent surveys to discover their attitudes and opinions about Catholic education. Parents' names were randomly selected from the fifth, seventh and eighth grade classes of feeder schools. A total of 570 parents filled out and returned the surveys. This total represents a return of 38%. This chapter consists of a summary and analysis of the results of the survey and several recommendations based on the analysis.

As with the other surveys sent to parents, this survey attempted to determine opinion regarding the relative merits of public and Catholic schools and to indicate the importance parents placed on specific areas. For purposes of summary and analysis the survey can be divided into five areas: curricular and program areas, teachers' qualifications and relationship with students, services, facilities and individual categories related to selection of high schools.

Curricular and Program Areas

In the area of curriculum, parents perceive Catholic schools as being clearly superior in the area of college preparation. They think the public schools are doing a superior job in vocational and technical education and in the variety of courses which are available to students. In the area of innovative educational programs they see very little difference between what Catholic and public schools are doing. However, innovative educational programs are not particularly significant to parents in deciding which high school their children

will attend, whereas college preparation is important to a large percentage of parents.

In program areas, an overwhelmingly large percentage of the parents perceive Catholic schools as doing a superior job in developing discipline, respect for persons and property, honesty and moral uprightness, and the ability to work hard. Significantly, they think the Catholic schools are accomplishing these objectives without discipline policies which are too strict and in a way which promotes self-discipline. Equally as significant, a majority of parents indicate that the areas of developing personal growth in responsibility and discipline will weigh heavily in determining which high school their children would attend.

In specific program areas, the vast majority of parents think there is need for religious instruction on the high school level and do not feel that Catholic schools dwell too heavily on religion, even in non-religious studies. Furthermore, a majority of the parents indicate that religious training will be an important factor in their selection of a high school, although their comments on the surveys reflect definite disagreement over what constitutes a good religious education.

In an important related area, the majority of parents do not see the Catholic schools as doing a significantly better job than public schools; only about 37% agree with the statement that Catholic schools teach children to like other races and nationalities better than public schools. About 24% disagree with the statement and more than 39% feel they do not know if there is a difference between the two systems. On the other hand, while they do not perceive Catholic schools as superior in this area neither do they think they are too segragated.

An overwhelming 74.7% disagree with the statement that Catholic schools are too segregated.

In extra-curricular activities, only about 21% of the parents see Catholic schools as being stronger, while about 42% think public schools are doing a better job. A significantly large number (37%) think there is basically no difference. At the same time, only 4.6% listed the athletic program, an important area in extra-curricular activities, as being one of the four most important reasons they would send their children to a certain high school. None of the parents mentioned extra-curricular activities in their comments as being of significant concern.

Teachers' Qualifications and Relationship with Students

Parents perceive teachers in Catholic schools as being more dedicated. While only about 1% think public school teachers are more dedicated, 78.4% think Catholic school teachers are more dedicated. More than a majority of the parents think there is basically no difference in the knowledgeableness of the teachers in public and Catholic schools. At the same time they think there is a smaller number of students per class in Catholic schools.

These results are also probably reflected in the fact that the vast majority believe that students receive more individual attention in Catholic schools. This perceived superiority of Catholic school teachers is significant when it is noted that 48% of the parents responding listed the excellence of the teaching staff as being one of the four things that would be most important in determining which high school their children would attend.

Services

That individual attention is a function of the faculty's dedication is probably reflected in the extent to which parents see the Catholic schools as inferior or not superior to public schools in specific services offered. Overwhelmingly, parents think that Catholic schools are far behind in offering psychological services to students; only about 31% think Catholic schools are superior in the area of counseling services. Only 18% thought that Catholic schools were offering courses for children with special needs (i.e. handicaps, learning disabilities, etc.)

Facilities

Parents also see Catholic schools as inferior in the area of facilities. A large majority think the physical education and laboratory facilities are better in public schools. Similarly, only about 18% think Catholic schools offer superior classroom and library facilities. It is only in the maintenance of buildings that parents perceive Catholic schools to be better off.

Other Individual Categories

Four areas that have been discussed as being significant in the selection of a high school were surveyed. These were co-education, finances, transportation, and the quality of Catholic elementary education.

Parents do not seem to be particularly concerned about the issue of co-education, nor does there seem to be a consensus about the issue. Forty-four percent agreed with the statement that Catholic schools should be co-educational; the majority indicated that they either did not know or that they thought they should be co-educational. At the

same time, an insignificant percentage indicate that this will be one of the four most important factors in deciding upon a high school for their children.

In the area of finances, the majority of parents agreed with the statement that Catholic schools are too expensive, an even larger percentage indicated that Catholic schools deserve a larger share of the tax dollars. Yet only around 11% indicated that the absence of tuition would be one of the four deciding factors in determining which high school their children will attend. These results seem to indicate that while the majority of parents feel that Catholic school tuition is high, they think it is worth the price if it provides a better education (especially in the area of moral and religious training, discipline, and college preparation) and it does not result in too great a financial hardship. This conclusion is supported by the fact that the most repeated comment on parental surveys was that tuition was too high for low income and/or large families. It is also supported by the fact that the lower the average family income the more parents tended to indicate that Catholic schools were too expensive and that tuition would be a factor in determining which high school their children would attend.

Somewhat surprisingly, only about 24% of the parents indicate that transportation will be a major factor in the decision about which high school their child will attend. More than 70% disagreed with the statement that transportation will be a major factor. This result perhaps relates to two other survey questions. About half of the parents disagreed with the statement that the quality of education their child is presently receiving at his/her elementary school will

be a deciding factor for which high school he/she will attend; about 43% agreed with the statement. At the same time, a significant number (58.7%) feel that their child should have the opportunity to attend any Catholic high school in the Cincinnati area.

These three survey questions taken together may indicate that a majority of parents of potential high school students want the opportunity to freely choose the school (Catholic, private, public) that they think will offer the best education for their child. They will neither automatically and willingly send their child to the high school which the elementary school feeds into nor do they simply want to send him/her to a high school because it is the closest to their home.

Recommendations

1. It is recommended that the elementary and secondary schools with the Urban Schools Coordinator from the superintendent's office develop and use programs designed to teach students to understand and appreciate the many races and nationalities that make up America's pluralistic society.
2. It is recommended that the superintendent's office publicize the policies and procedures whereby adequate psychological and counseling services are offered to all students attending Catholic elementary schools.
3. It is recommended that a study be undertaken of the facilities on the elementary level to determine what facilities should be closed or consolidated to provide for the most efficient use.

4. It is recommended that the policies which permit students to attend high schools outside of their districts be expanded to include the case where there is a strong "family tie" with a school other than the one the student would normally attend.

Survey Results

1. Vocational and Technical Education

Catholic	7.1%	38
Public	88.8%	476
No difference	4.1%	22

2. College Preparation

Catholic	66.6%	351
Public	4.0%	21
No difference	29.4%	155

3. Discipline

Catholic	96.3%	521
Public	.9%	5
No difference	2.8%	15

4. Individual Attention

Catholic	73.3%	384
Public	5.7%	30
No difference	21.0%	110

5. Extra-curricular Activities

Catholic	20.6%	109
Public	42.3%	224
No difference	37.1%	196

6. Physical Education Facilities

Catholic	8.8%	47
Public	68.7%	369
No difference	22.5%	121

7. Counseling Services

Catholic	31.4%	160
Public	36.9%	188
No difference	31.6%	161

8. Psychological Services

Catholic	19.1%	93
Public	56.8%	277
No difference	24.2%	118

9. Variety of Course Offerings

Catholic	12.6%	66
Public	67.2%	352
No difference	20.2%	106

10. Classroom and Library Facilities

Catholic	17.8%	91
Public	43.4%	222
No difference	38.9%	199

11. Laboratory Facilities

Catholic	9.1%	45
Public	60.2%	298
No difference	30.7%	152

12. Maintenance of Buildings

Catholic	41.6%	217
Public	19.7%	103
No difference	38.7%	202

13. Number of students per class

Catholic	50.3%	253
Public	24.3%	122
No difference	25.4%	128

14. More dedicated Teachers

Catholic	78.4%	414
Public	1.1%	6
No difference	20.5%	108

15. More Knowledgeable Teachers

Catholic	38.7%	199
Public	8.2%	42
No difference	53.1%	273

16. Innovative Educational Programs

Catholic	28.7%	140
Public	30.8%	150
No difference	40.5%	197

17. Developing Respect for Persons and Property

Catholic	93.4%	499
Public	.9%	5
No difference	5.6%	30

18. Transportation will be a major factor in the decision of which high school our child will attend.

Yes	23.8%	131
No	70.2%	387
Don't Know	6.0%	34

19. The quality of education our child is presently receiving at his/her elementary school will be a deciding factor for which high school he/she will attend.

Yes	43.0%	234
No	51.7%	281
Don't Know	5.3%	29

20. Our child should have the opportunity to attend any Catholic high school in the Cincinnati area.

Yes	58.7%	320
No	27.9%	152
Don't Know	13.4%	73

21. Catholic schools train children in self-discipline and hard work better than public schools.

Yes	87.3%	480
No	6.0%	33
Don't Know	6.7%	37

22. Catholic schools teach children to like other races and nationalities such as Blacks, Puerto Ricans and immigrants better than public schools.

Yes	37.2%	200
No	23.8%	128
Don't Know	39.0%	210

23. Catholic schools train children to be more honest and morally upright than public schools.

Yes	80.3%	437
No	7.2%	39
Don't Know	12.5%	68

24. Catholic schools have discipline policies that are too strict.

Yes	2.6%	14
No	92.7%	508
Don't Know	4.7%	26

25. Catholic schools should have more religious (sisters, brothers, priests) on their faculties.

Yes	67.0%	360
No	14.5%	78
Don't Know	18.4%	99

26. Catholic schools deserve a larger share of the tax dollar.

Yes	88.7%	477
No	6.3%	34
Don't know	5.0%	27

27. Catholic schools do not offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.).

Yes	46.1%	251
No	18.2%	99
Don't know	35.8%	195

28. Catholic schools are too expensive.

Yes	60.0%	317
No	33.9%	179
Don't know	6.1%	32

29. Catholic schools are too segregated.

Yes	14.1%	76
No	74.7%	402
Don't know	11.2%	60

30. Catholic schools dwell too heavily on religion, even in non-religious studies.

Yes	5.1%	28
No	88.6%	484
Don't know	6.2%	34

31. Catholic schools should be co-educational.

Yes	38.6%	206
No	44.0%	235
Don't know	17.4%	93

32. There is little need for religious instruction beyond the elementary school level.

Yes	7.7%	41
No	89.1%	476
Don't know	3.2%	17

33. How many children do you have at home who are not yet in high school?

1	24.7%	134
2	27.6%	150
3	24.1%	131
4	14.4%	78
5 or more	9.2%	50

34. Of these, how many children will probably attend a Catholic high school?

0	27.9%	124
1	29.0%	129
2	23.6%	105
3	19.6%	87

35. Our average family income is:

Below $8,000	4.8%	24
$8,000 to $12,000	14.7%	73
$12,001 to $20,000	50.3%	249
$20,001 and above	30.1%	149

36. Who will probably make the final decision of which high school your child will attend?

Your child	3.2%	17
You (parents)	36.1%	194
Parents and child together	59.8%	321
Another source	.9%	5

From the list below, parents were asked to select four items that will probably be most important in their choice of a high school. To process the data, weighted scores were used. If a parent indicated that one choice was the single most important factor in their selection, a weighted score of 4 was assigned; if it was second most important, a weighted score of 3 was assigned; if it was chosen as the third most important factor, a weighted score of 2 was assigned; and if it was the fourth most important factor, a weighted score of 1 was assigned.

Then the weighted scores for each choice were added. Obviously the higher the sum of the weighted score, the more important it was to parents responding. Choices were then ordered.

Personal growth in responsibility	877
Religious training	811
Excellent teaching staff	721
Discipline	674
College Preparation program	600
Individual Attention	256
Tradition and Reputation	212
No tuition	152
Innovative programs	83
Other	77
Coeducational	44
Not Coeducational	40
Athletic program	37

CHAPTER VIII

PHILOSOPHY AND CURRICULUM

Philosophy and curriculum are the framework of every school. Purposes and justification of purposes can provide direction and spirit to a school. Curriculum is a vehicle for the achievement of purposes. It can serve as the tool through which the faculty and administration dialogue with the students, facilitating personal growth and understanding. The purpose of this chapter is to review and analyze the philosophies of education of the thirteen high schools, review the curriculum in relation to these philosophies and make specific recommendations.

Philosophies of Education

The reason for the existence of Catholic schools is as vital a question today as it has ever been. Lower enrollments, financial difficulties, changes in religious and other values, the declining number of religious faculty and administrators, the changing social and economic condition of the Catholic population and the relationship of Catholics to non-Catholics in American society have contributed to an awareness of the need to explain theoretically and to implement concretely not only what is unique about Catholic schools in general but unique about each Catholic school.

The principals of the thirteen high schools identify the unique purpose of their schools to be that of bringing the message of Christ to their students in the manner Christ delivered His message. This purpose manifests itself in a Christian atmosphere in which administrators, faculty and students live and grow together. It is an

atmosphere of concern and compassion in which each sees Christ in the other.

This purpose is reflected in the curriculum through the religion courses, special programs concerned with social issues, and in the fact that faculty and students have input into course offerings. It is manifested in the fact that faculty accept it as their responsibility to develop directly Christian values in all of the courses they teach.

Believing that the Christian person is the self-disciplined person, the principals think their discipline procedures are established to enable students to move from exterior to interior discipline, to a feeling of personal responsibility by allowing freedom within limits, from a concern only with self to a love and concern for others. To the principals this means that discipline procedures are firm but not oppressive, sensitive to individual personalities and characters. It also means that Catholic schools are geared to reinforcing those Christian principles developed in the home during adolescence when traditionally there is a great deal of questioning of values. All the principals are aware that parents look to Catholic high schools to fulfill this vital function.

This purpose is reflected in the fact that several administrations have team involvement in decision making, that faculty are hired not only on the basis of their academic credentials but also on the basis of their religious and moral commitments and that faculty are given the opportunity to make retreats and engage in other religious experiences as a group. It means to the principals that they have a responsibility to demonstrate a concern for their

students and faculty as persons.

In terms of counseling, it means that there are religious available for religious counseling so that the religious and moral needs of the students can be cared for as well as the academic, vocational and other needs. It means that faculty and counselors can meet together to consider the whole person of the student.

This Catholic purpose is manifested very concretely in the fact that administrators, faculty and students have the opportunity to practice their faith together. Daily, weekly, monthly masses, students and faculty directly involved in the liturgy, praying together, students involvement in the community, etc. in short, the faith community is the purpose of Catholic education.

The written philosophy statements of the high schools reflect many of the same components the principals outlined. The objectives most frequently listed in the statements include the following:

1. To develop Christian character which includes seeking just solutions to personal, community, national and world problems, recognizing the basic dignity of the individual, the formation of a conscience which results in a sense of responsibility, growth through the liturgy and sacraments, an understanding of doctrine coupled with participation in the apostolic mission of the Church, and the integration of Christian values in human culture.
2. To develop qualities needed in the society such as appreciation for and ability to perform the responsibilities of democratic citizenship, interpersonal

skills and community awareness, and vocational preparation.

3. To develop such personal qualities as appreciation for the culture and heritage, physical and mental health, critical thinking skills and proper judgment.

These objectives are most often justified by referring to:

1. The Christian message of salvation for man which enables the person to develop to the fullness of consciousness the supernatural end of man and enables him to integrate the secular and the spiritual.
2. The reality of Christian community as being that which is created by sharing and living the gospel of Jesus Christ.
3. The realities of a democratic society and the rights and responsibilities of each person in the society.
4. The basic principles that education is a personal and social process, guidance and discipline are vital means of educating, and that education is everyone's right and the duty of the family to support.

The following are most frequently given in the philosophy statements as ways of achieving the objectives:

1. Provide an atmosphere of Christian community which includes such qualities as trust, respect, consistency in word and action, dedication to truth, and orientation toward personhood.

2. Provide a broad array of educational experiences including a broad curriculum which includes preparation for careers, physical and health education, courses designed to pass on and help individuals develop the culture and heritage, a variety of instructional and extra-curricular activities.
3. Provide a faculty and administration who have integrated religious values with the rest of their lives, who take the whole person (including the spiritual element) into consideration in their dealings with others, who work with the guidance departments in meeting each student's needs, who keep parents informed and work together with parents who cooperate with other educational institutions, who continue to update and refine their skills and knowledge, and who project an image of respect for life.

Curriculum

Changes in the curriculum have been made in the past five years to better meet the objectives of the schools. In some cases this has involved major shifts from curriculum geared solely to college preparation to remedial and general education programs. In other cases, it has involved the introduction of new methodologies or courses. Such innovations as modular scheduling, mini-courses, seminars, team-teaching, independent study, electives in religion on the junior and senior levels, electives in English and advanced

placement have been introduced. In still other instances it has involved the introduction of totally new courses such as communication arts, business law, computer programing, television production, psychology and photography.

These courses have generally been well-received by faculty (who in many cases instituted them on their own initiative), students, and parents, especially since they often break away from "book-centered" education, facilitate meeting individual needs, and yet do not detract from the college preparatory or general education curriculum.

Analysis

While all of the philosophy statements speak directly to the Catholic nature of the school, there seems to be a need to:

1. Clarify the meaning of terms. Important terms and phrases are used with no clearly stated definitions. For instance, such phrases are used in various philosophies as "Christian community," "critical thinking," and "cultural refinement" without any explanation. If such terms are used and given prominence, they should be defined in the context each school means them to have. Otherwise they may have the tendency to become mere slogans, empty of any meaning.
2. Delimit and make explicit the responsibilities of the school in relation to the family. Since this idea remains a cornerstone of Catholic philosophy of education, and since all the principals indicated that this was an essential component in their thinking about the educational process, this seems to be an important

element to include in any philosophy. This would seem to be especially important in the area of discipline since both school and parents see this as an important area of shared responsibility.

3. Specify in the context of each school how the stated objectives are to be achieved. With the notable exception of Mother of Mercy, procedures are not often clearly articulated in the philosophies. For instance, how is "Christian atmosphere" provided, how is "the news of salvation integrated with the rest of life," how are "loving, aware, generous" people developed, how is "leadership potential" developed. If administrators and faculty are to fulfill their responsibilities, and see the fulfillment of these responsibilities as realization of the philosophy, then definite indications must be given in the statement itself.
4. Integrate To Teach as Jesus Did into the philosophies of each school. In some cases this statement has been merely added in the form of an addendum or the presentation of selected quotes. But if the statement is to be meaningful, its objectives, rationale and recommendations must be translated concretely and synthesized directly into the ongoing tradition and experiences of each school.
5. Integrate into the school philosophies the concepts of teaching doctrine, building community and offering

service. While the principals indicated these were central objectives of the schools they have not been included in the philosophy statements in explicit terms in many cases.

A few points that can be made about the curricula in relation to the philosophies are the following:

1. Provisions for students needing remedial help need to be made in some of the schools. Perhaps in some cases there is need for remedial reading and mathematics courses. But certainly in all the schools there is a need for teachers who are capable of teaching reading through the teaching of their own discipline --history, science, art, etc.
2. If the philosophy of education of Catholic schools is to be fulfilled, then as clearly as possible there should be in as many courses as possible an integration of knowledge, values and skill objectives. Course descriptions and syllabi should reflect this threefold emphasis in clearly stated terms.
3. To fulfill the objective of integrating the news of salvation with the rest of life there should be a course or courses which are specifically designed to facilitate this process and have the student consciously reflect on this process.
4. While philosophy statements help to indicate priorities in curricular offerings, there is also need to develop procedures for balancing departmental

costs against such priorities. If costs need to be cut, it would not be in keeping with the philosophies nor would it be educationally sound to simply cut across the board.

Recommendations

1. It is recommended that individual high schools or those located close to each other release a religion teacher for one-fourth or one-half time to work with parents in helping them understand the purposes and context of the religion courses being offered to their children and to establish meaningful communication between the faculty of the religion departments and the parents.
2. It is recommended that each high school institute a complete testing program of aptitudes, interests and achievement. Direction and guidance for such a testing program should come from the coordinator of Pupil Personnel Services in the superintendent's office.
3. It is recommended that each high school institute programs by means of which each student for at least one semester during each year will engage in a social service activity in the community. The program at a minumum could be a part of an extra-curricular activity, or preferably, linked to the religion courses he or she is taking.
4. It is recommended that the superintendent's office investigate the possibilities of developing formal agreements with colleges and universities in the area for early enrollments as well as courses carrying college

credit for students who have the capability of profiting from them.

5. It is recommended that faculty members be encouraged and rewarded for developing interdisciplinary courses, for teaching in a curricular area other than that in which they are certified, and for developing courses which involve a community service activity. Incentives for such enterprises might include a reduced teaching load (in number of courses or students) for the semester prior to or during such an undertaking.
6. It is recommended that each high school develop in-service programs that enable faculty in each department to articulate their needs as related to individual disciplines.*
7. It is recommended that the high schools, with the assistance of a staff person from the superintendent's office, develop plans for establishing remedial education programs and courses either in each high school or in selected high schools.
8. It is recommended that each high school institute a policy whereby, in the senior year, each student has the opportunity to develop a synthesis or integration between his religious beliefs, another discipline and his life and career goals.

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* This program could perhaps best be conducted at a minimal cost with the participation of college or university faculty from each of the respective disciplines. From this initial needs assessment, the faculty could determine what changes need to be made and what future plans should be made for the future in-service programs.

9. It is recommended that each school institute a policy whereby it determines the costs of individual curricular areas. The procedure should include ways of limiting costs or cutting back in specific areas. A formula could be developed which would include such factors as student credit hours, departmental and overhead costs. While the formula would not constitute the sole criteria for determining the future of a curricular area, it could serve as one useful criteria for making curricular decisions. It can help to avoid the educationally unsound practice of across the board cuts.*

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* The formula could be the following:

Total Student Credit Hours in dollars & fees − Salaries, overhead and other departmental costs = Cost to school to operate the dept.

In this formula, student credit hours are computed by dividing the tuition each student pays by the number of credit hours the average student takes and multiplying this figure by the number of student credit hours offered in a department. This dollar amount is then multiplied by the total number of credit hours offered in a given year by a specific department. This figure is then added to the total fees paid by the students in the specific curricular area. From this total, departmental salaries and costs, as well as a fixed percentage of overhead costs are subtracted. The total represents the amount the department is "costing" the school.

For example, if the tuition is $600 and the average student takes 10 credit hours per year, the cost of a student credit hour would be $60. If the history department offered 15 one credit courses to a total of 400 students, the total money "generated" in student credit hours would be $24,000. If 100 students paid $5.00 for various course fees in the history department, then the total amount "generated" by the history department could be $24,500. If the history department's faculty salaries totalled $30,000, other departmental costs were $500 and overhead costs were 5% of departmental salaries, the history department's cost to the school would be:

($24,000 + $500) − ($30,000 + $500 + $1,500) = $7,500

CHAPTER IX

DEMOGRAPHY

Introduction

Four of the thirteen interparochial high schools of Hamilton county have experienced a significant loss in enrollment in the past five years. This declining enrollment has occurred during a period of overall population decline in Cincinnati and economic recession for the past few years. The purpose of this chapter and the next is to review the significant demographic and enrollment information, make projections regarding future enrollments and make recommendations regarding the future of the Catholic high schools based on these projections.

Demographic Review of Hamilton County

Since 1960, the rate of population growth in Hamilton county has been slowing. There seems to be two reasons for this. The first is a migration out of Hamilton county. A second reason is a declining birth rate. For instance, whereas from 1960 to 1964 there were 104,662 births, from 1970 to 1974 there were only 74,958 in Hamilton county. This represents a drop in births of some 14%. This figure is reflective of the slowing of population growth in all of Southwest Ohio. Figure 1 displays the results of the Greater Cincinnati Hospital Council and Cincinnati Power and Light analyses of the population since 1960. Both of these organizations, especially the former, are recognized for the accuracy of their population analyses.

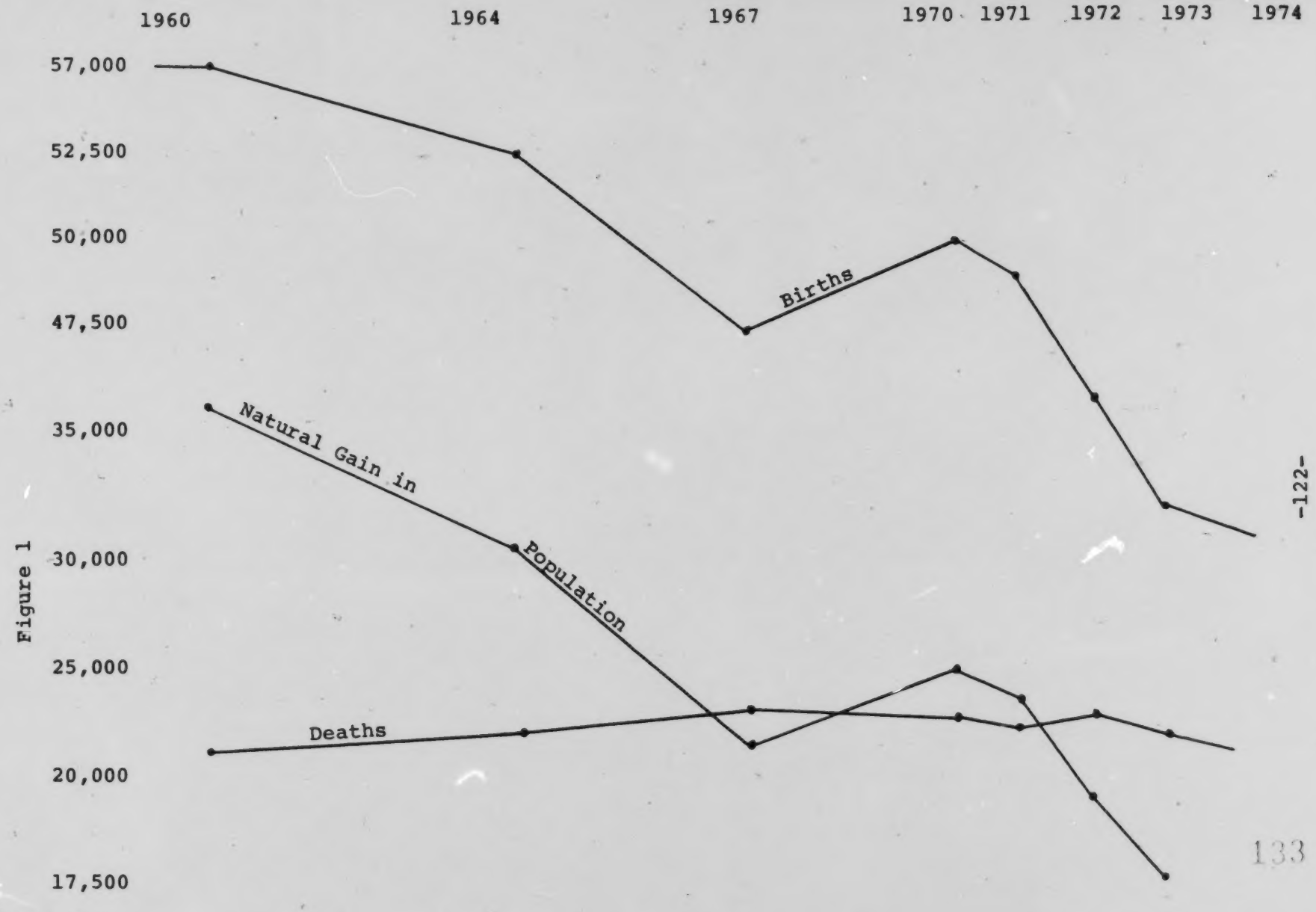

Figure 1

POPULATION GROWTH SLOWER IN SOUTHWEST OHIO

Projections for the future seem to indicate that this trend, though leveling off somewhat, will continue. OKI Population and Economic Growth indicates the following projections for Hamilton county to the year 1985 for the ages ten to fourteen and fifteen to nineteen:

Age	1970	1975	1980	1985	Projected Decline, 1970-85
10-14	95,996	91,527	78,056	86,408	9,588
15-19	84,188	95,064	89,443	76,505	7,683

It should be noted that OKI's projections for 1975 were relatively accurate except for the ages zero to four where the figures were approximately 8,000 lower than indicated. Hence, the projections should probably be scaled down appropriately for the ten to fourteen age group in 1985.

Table 3 presents the decline or growth in population in specific communities and townships in Hamilton County between 1970 and 1975. The following conclusions can be drawn from this information:

1. The areas surrounding Cincinnati have experienced a population increase since 1970. But this increase has not been uniform.
2. Communities experiencing the most significant growth have been:
   a. In the east, Madeira, a 37.5% increase; Montgomery in the northeast, a 28% increase in population since 1970. In the west, Harrison, a 14.1% increase since 1970. To the northwest of Cincinnati, Forest Park, a growth of 16.7%; Mt. Healthy, a

Table 3

HAMILTON COUNTY POPULATION

Community	1970	1975
Addyston	1,336	1,397
Amberley	5,574	5,649
Arlington Heights	1,476	1,438
Blue Ash	8,324	9,184
Cheviot	11,135	11,203
Cincinnati	452,524	439,243
Cleves	2,044	2,040
Deer Park	7,415	7,413
Elmwood Pl.	3,525	3,382
Evendale	1,967	2,106
Fairfax	2,705	2,706
Forest Park	15,139	18,171
Glendale	2,690	2,757
Golf Manor	5,170	5,378
Green Hills	6,092	6,443
Harrison	4,408	5,134
Indian Hill	5,651	5,962
Lincoln Heights	6,099	5,381
Lockland	5,288	5,342
Loveland	5,177	6,207
Madeira	6,713	10,738
Mariemont	4,540	4,545
Milford	52	51
Montgomery	5,683	7,890
Mt. Healthy	7,446	8,526
Newtown	2,047	2,070
North Bend	638	690
N. College Hill	12,363	12,679
Norwood	30,420	29,526
Reading	14,303	14,955
St. Bernard	6,080	6,316
Sharonville	10,985	11,947
Silverton	6,588	6,582
Springdale	8,127	9,786
Terrace Park	2,266	2,356
Woodlawn	3,251	3,158
Wyoming	9,089	9,232

Table 3 cont.

HAMILTON COUNTY POPULATION

Township	1970	1975
Anderson	25,887	30,587
Colerain	50,971	56,750
Columbia	7,152	4,960
Crosby	1,747	2,016
Delhi	25,785	27,058
Green	49,917	51,023
Harrison	1,818	2,184
Miami	5,023	5,392
Springfield	41,611	44,287
Sycamore	22,733	24,015
Thymmes	3,726	4,493
Whitewater	3,318	3,709

12.7% increase.

3. Townships (excluding communities located therein) experiencing the most prominent growth include:
   a. Anderson to the east with a 15.4% increase;
      Colerain to the west with a 10.2% increase;
      Crosby to the west with a 13.3% increase;
      Harrison to the west with a 16.8% increase
      since 1970.
4. The only communities around Cincinnati which have experienced a prominent decline since 1970 tend to be those to the immediate north, such as Lincoln Heights, Elmwood Place, Norwood, and Sharonville.
5. The only township around Cincinnati which has experienced any decline since 1970 had been Columbia with almost a 30.6% decline. All the others have increased since 1970.
6. While there has been growth in most of the communities and townships around Cincinnati since 1970, the rate of growth seems to be slowing, expecially in those areas immediately surrounding Cincinnati.

Demographic Review of Cincinnati

Looking at the city of Cincinnati itself, the following conclusions can be drawn:

1. The population has declined because:
   a. The birth rate is dropping dramatically (down 20 per 1000 in 1970 to 15 per 1000 in 1973).

b. The rural migration to the city has declined dramatically. There has been a great decline in those areas where blacks and appalachians formerly settled.

c. There continues to be an outward migration of families to the suburbs from the city. As families are able to move to better neighborhoods in suburbs, there is no longer a group to take their place. Hence, there has been an increase in abandoned homes.

d. There is a high rate of mobility. Within one year, 1973, over 36% of the housing units had a change in occupants.

e. While the decline in population has been pervasive, there are specific neighborhoods where the decline has been the greatest. Table 4 is an outline of population growth and decline in specific neighborhoods between 1960 and 1973. It indicates that:

1) The east side of Cincinnati has experienced the most significant declines. For instance, Walnut Hills lost 7,957 people between 1960 and 1973, a percentage decline of 38.5. The neighborhood of Evanston lost 4,884 people between 1960 and 1973, a percentage decline of 26.3. During the same period, Madisonville-Eastwood neighborhood lost 2,298 people, a

Table 4

POPULATION

	Statistical Neighborhoods	1960	1973
1	Avondale	28818	18068
2	Corryville	7482	5234
3	N. Avondale-Paddock Hills	6631	7458
4	Over-the-Rhine	30575	12943
5	Mt. Auburn	13823	9688
6	Fairview-Clifton Heights	14801	11277
7	Clifton	9635	10697
8	Bond Hill	11672	11904
9	Roselawn	11058	10314
10	Hyde Park	16104	17337
11	Mt. Lookout	10567	10040
12	Oakley	15052	14824
13	Madisonville-Eastwood	17447	15149
14	Kennedy Heights	5603	7155
15	Pleasant Ridge	10633	11456
16	Mt. Adams	6535	3091
17	Columbia-East End	6911	5196
18	Riverside-Sedamsville	3777	3837
19	Fernbank-Sayler Park	3165	3493
20	East Price Hill	23170	22257
21	West Price Hill	23539	23570
22	North Fairmount	9287	6562
23	South Fairmount	6810	5571
24	Northwest Fairmount	4179	9972
25	Lower Price Hill	4136	3195
26	Northside	13050	12183
27	South Cumminsville	7866	5018
28	West End	29308	13036
29	Evanston	18590	13706
30	East Walnut Hills	5350	5093
31	Walnut Hills	20658	12701
32	Carthage	3975	3201
33	Hartwell	5453	6108
34	College Hill	15198	20591
35	Mt. Airy	2825	4619
36	Winton Hills	7944	11422
37	Westwood	22474	30272
38	Mt. Washington	9187	13635
39	California	1055	719
40	Camp Washington	6132	3271
41	River Road	1678	1404
42	University Heights	11803	7891
43	Queensgate	12641	543
44	CBD-Central Riverfront	5953	2998

percentage decline of 13.2.

2) Some of the neighborhoods on the west side of Cincinnati, have experienced some increases in population in the recent past. For instance, the Westwood neighborhood increased 7,799 in population from 1960 to 1973, an increase of 25.8%. Mt. Airy increased 1,794 from 1960 to 1973, an increase of 38.8%. At the same time, Mt. Washington, on the far southeast part of Cincinnati experienced a very prominent increase of 4,448, representing an increase of 32.6%.

2. Using R. L. Polk Company's Profiles of Change data, it appears that some middle and upper-income households are in fact moving to the central city. Specifically, in the past five years, the central business district, the Mt. Adams area, and the "over the Rhine" area are experiencing an influx of middle and upper-income households. However, these households tend to be single persons or individuals whose children have grown and left the family home. Thus, while there has been a population increase in these neighborhoods, it has no significant bearing on potential school population.

Demographic Projections

It is difficult to make projections for the future of Cincinnnati. However, it seems important to mention the following as contributing factors to growth or decline:

1. While no direct relationship can be shown between crime rates and population growth or decline, according to Federal Bureau of Investigation figures, the serious crime rate in Cincinnati rose over 150% between 1960 and 1970. While the crime rate did increase in suburban areas, it has been at a considerably slower rate.
2. The energy shortage and higher fuel costs may effect the willingness of people to commute from the suburbs. The high cost of material and labor for housing construction may lead to increased stabilization.
3. Economic conditions will play a strong part in determining future growth and decline. The present recession, the effects of which were beginning to be felt in Cincinnati as early as 1971, has probably played a significant role in the present decline of births.
4. Social values are undergoing a significant transformation, the future of which is hard to determine. For instance, the large family of four, five or six children is experiencing a much greater decline than the small family of one or two children. This trend seems to be as much a result of changes in social values as a result of economic changes. Hence, an economic uplift may not result in as much of a birth increase as might otherwise be anticipated.

Weighing all these factors together and on the basis of past developments presented above, it seems probable that population growth in Hamilton and surrounding counties will continue to slow down and stabilize. The population of Cincinnati will continue to decline but at a much slower rate than previously.

CHAPTER X

ENROLLMENT FIGURES AND PROJECTIONS

Introduction

This chapter presents the enrollment figures and projections for the public schools of Hamilton county and Cincinnati, a review of Catholic school enrollments since 1970, enrollment projections for the interparochial Catholic high schools and recommendations based on the projected enrollments of the Catholic schools in Cincinnati.

Public School Enrollments

While this study concerns the Catholic schools in greater Cincinnati, it is useful to consider the figures for the public schools. These figures can help to determine the extent to which enrollment decline in Catholic schools is a result of natural decline because of birthrate and other factors and how much can be attributed to factors unique to Catholic schools. Secondly, they can serve as a check on the figures and projections developed for the Catholic schools. The following conclusions about enrollments in the public schools can be drawn:

1. There has been an increase in enrollments in Hamilton county since 1960. For instance in 1960, there were 91,387 students attending public elementary schools. In 1970, there were 130,226 students attending elementary schools in Hamilton county. In 1960, there were 41,141 students attending public high schools in Hamilton

county; in 1970, that figure had increased to 48,235. This represented a 29.8% increase on the elementary level and 14.7% increase on the high school level.

2. There has been a steady decline in enrollment in Cincinnati public schools since 1960. The enrollment on the elementary level in 1960 was 62,253; in 1970 it was 57,579. On the high school level, the decline was from 28,561 in 1960 to 20,275 in 1970. This represents a decline of 7.5% on the elementary level and a 29% decrease on the high school level.
3. This steady decline in enrollment in Cincinnati public schools continued through 1975. On the elementary level, average daily membership declined from 55,570 on the elementary and 19,057 on the secondary levels in 1971-72 to 46,358 on the elementary and 17,634 on the secondary levels in 1974-75. This represents a decline of 16.6% on the elementary and 7.5% on the secondary level.
4. This steady decline is projected into the future. The Department of Research and Development for the Cincinnati Public Schools projects a further decline of 23.9% on the elementary level and a 21.4% on the secondary level by 1979-80.

Obviously, these enrollment trends and projections parallel rather closely the population changes taking place in Hamilton county and Cincinnati. A few points should be noted about possible

effects of these changes on Catholic schools. If the factor of overcrowding has played a role in convincing parents to send their children to Catholic rather than public schools, this will no longer be a factor in Cincinnati. Nor perhaps will it be a factor in the suburbs in the very near future since, although exact figures are not available for Hamilton county, it appears that the growth of public school enrollments is definitely slowing down. Secondly, the potential number of students who could transfer to Catholic from public schools, all other things being equal, will probably decline, especially in Cincinnati.

Catholic School Enrollments

The enrollment figures for the Catholic schools in Cincinnati are strikingly similar to those of the public schools. From an analysis of the available information the following conclusions can be drawn about the enrollments in Catholic schools in greater Cincinnati since 1971*:

1. Both the elementary and high schools have experienced about a 10% decline in enrollments since 1971. The elementary schools went from 33,504 in 1971-72 to 30,146 in 1974-75 for a 10% decline. The high schools went from 13,061 in 1971-72 to 11,852 in 1974-75 for a 9.3% decline. See table 5 for a breakdown on each high school and its feeder schools.

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* 1971-72 is used as the base year because of the tuition increase of 1970-71. Using 1970-71 probably would distort the picture of enrollment trends because of the enrollment decreases caused by the tuition increases of $100.00 on the elementary level and $140.00 on the secondary level.

Table 5

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOL

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Elder (Boys)	St. Aloysius	260	184	165	183	172	- 88	-12
70-71, 1892	St. Augustine	100	106	89	90	94	- 6	-12
71-72, 1792	Holy Family	261	190	194	165	158	-103	-32
72-73, 1673	St. Joseph	371	303	228	229	273	- 98	-30
73-74, 1676	St. Lawrence	450	413	419	383	383	- 67	-30
74-75, 1661	St. Leo	195	139	140	167	186	- 9	+47
Difference	Our Lady of Lourdes	880	787	835	816	813	- 67	+26
70-75, - 231	Our Lady of Perpetual Help	144	123	112	99	88	- 56	-35
71-75, - 131	Resurrection	329	276	232	212	203	-126	-73
	St. Teresa	942	812	767	836	793	-149	-19
	St. Vincint De Paul	99	100	95	60	70	- 29	-30
	St. William	957	868	893	829	794	-163	-74
	St. Antoninus	925	866	811	841	789	-136	-77
	St. Dominic	1103	979	972	964	946	-157	-33
	St. Jude	840	744	270	766	740	-100	- 4
	Our Lady of Victory	1271	1138	1080	1080	1070	-201	-68
	Our Lady of Visitation	697	639	696	668	661	- 36	+22
	Our Lady of Grace	158	124	110	127	138	- 20	+14
	TOTALS	9982	8791	8108	8515	8371	-1611	-420

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Marian(Girls)	Cardinal Pacelli	380	357	380	385	400	+ 20	+ 43
70-71, 519	St. Cecilia	355	311	330	326	337	- 18	+ 26
71-72, 511	Cure of Ars	274	242	202	201	178	- 96	- 64
72-73, 468	St. Francis De Sales	202	155	118	127	151	- 51	- 4
73-74, 450	Holy Cross	141	132	122	110	86	- 55	- 46
74-75, 433	St. Margaret of Corona	277	271	254	236	209	- 68	- 62
Difference	St. Mary	457	434	418	406	417	- 40	- 17
70-75, -86	St. Matthew*	227	165	150	156	-	-227	-165
71-75, -78	St. Anthony	250	224	244	223	232	- 18	+ 8
	TOTALS	2563	2291	2218	2170	2010	-553	-281

* St. Matthew and St. Elizabeth consolidated to form Gressle School, 1974-75.

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
McAuley (Girls)	St. Clare	368	329	305	269	272	- 96	- 57
70-71, 1291	Little Flower	629	577	565	545	505	-124	- 72
71-72, 1195	St. Richard	206	169	164	155	154	- 52	- 15
72-73, 1095	St. Ann	995	865	889	826	793	-202	- 72
73-74, 1090	Assumption	951	748	731	698	689	-262	- 59
74-75, 1115	St. Bernard	265	289	289	297	292	+ 27	+ 3
Difference	Corpus Christi	353	330	295	272	308	- 45	- 22
70-75, -176	St. Ignatius	760	724	701	690	662	- 98	- 62
71-75, - 80	St. James White Oak	1397	1301	1293	1247	1233	-164	- 68
	St. John the Baptist	457	335	329	321	341	-116	+ 6
	St. Margaret Mary	977	807	691	665	657	-320	-150
	TOTALS	7358	6474	6252	5985	5906	-1452	-568

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
McNicholas (Co-ed)	Guardian Angels	992	860	738	772	879	-113	+ 19
70-71, 1120	Immaculate Heart of Mary	478	432	441	457	475	- 3	+ 43
71-72, 1014	St. Bernadette	248	244	215	226	234	- 14	- 10
72-73, 1003	St. Andrew	201	166	142	130	117	- 84	- 49
73-74, 987	St. Louis	185	161	156	149	140	- 45	- 21
74-75, 976	St. Thomas More	371	250	246	241	250	-121	0
Difference 70-75, -144	TOTALS	2475	2113	1938	1975	2095	-380	- 18
71-75, - 38								

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Mother of Mercy (Girls)	St. Catherine	897	860	780	716	692	-205	-168
70-71, 1064	Our Lady of Lourdes	880	787	835	816	813	- 67	+ 26
71-72, 994	St. Aloysius	557	503	479	508	522	- 35	+ 19
72-73, 922	St. Jude	840	744	801	766	740	-100	- 4
73-74, 887	St. Martin Cheviot	794	695	617	660	632	-162	- 63
74-75, 864	Our Lady of Visitation	697	639	696	669	661	- 36	+ 22
Difference								
70-75, -200	TOTALS	4665	4228	4208	4135	4060	-605	-168
71-75, -130								

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools	70-71	71-72	72-73	73-74	74-75	Difference 70-75	Difference 71-75
Purcell (Boys)	St. Agnes	260	222	209	208	175	- 85	- 47
	St. Anthony	250	224	244	223	232	- 18	+ 8
70-71, 944	Assumption (Closed June '73)	175	144	78	-	-	-175	-144
71-72, 867	Cardinal Pacelli	380	357	380	385	400	+ 20	+ 43
72-73, 768	St. Cecilia	355	311	330	326	337	- 18	+ 26
73-74, 767	Cure of Ars	274	242	202	201	178	- 96	- 64
74-75, 723	St. Francis De Sales	202	155	118	127	151	- 51	- 4
Difference	Holy Cross	141	132	122	110	86	- 55	- 46
70-75, -221	St. Joseph	371	303	228	229	273	- 98	- 30
71-75, 144	St. Margaret of Cortona	277	271	254	236	209	- 68	- 62
	St. Mark	210	185	190	218	259	+ 49	+ 74
	St. Mary	457	434	418	406	417	- 40	- 17
	Nativity	561	477	443	392	408	-153	- 69
	Our Mother of Sorrows	257	264	242	248	240	- 17	- 24
	St. Elizabeth*	234	212	206	158	-	-234	-212
	St. Matthew*	227	165	150	156	-	-227	-165
	St. Peter & Paul Norwood	201	183	181	153	147	- 54	- 36
	Gressle School					294	+294	+294
	TOTALS	4832	4281	3995	3776	3806	-1026	-475

* St. Elizabeth & St. Matthew Schools consolidated to form Gressle School, 1974-75.

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Seton(Girls)	St. Aloysius	260	184	165	183	172	- 88	- 12
70-71, 1467	St. Augustine	100	106	89	90	94	- 6	- 12
71-72, 1406	Holy Family	261	190	194	165	158	-103	- 32
72-73, 1307	St. Lawrence	450	413	419	383	383	- 67	- 30
73-74, 1293	St. Leo	195	139	140	167	186	- 9	+ 47
74-75, 1294	Our Lady of Grace	158	124	110	127	138	- 20	+ 14
Difference	Our Lady of Perpetual Help	144	123	112	99	88	- 56	- 35
70-75, -173	Resurrection	329	276	232	212	203	-126	- 73
71-75, -112	St. Teresa	942	812	767	836	793	-149	- 19
	St. Vincent De Paul	99	100	95	60	70	- 29	- 30
	St. William	957	868	893	829	794	-163	- 74
	St. Antoninus	925	866	811	841	789	-136	- 77
	St. Dominic	1103	979	972	964	946	-157	- 33
	St. John-Harrison	374	288	270	257	255	-119	- 33
	Our Lady of Victory	1271	1138	1080	1080	1070	-201	- 68
	TOTALS	7568	6606	6349	6293	6139	-1429	-467

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
LaSalle (Boys)	St. Catherine	897	860	780	716	692	-205	-168
70-71, 1169	Little Flower	629	577	565	545	505	-124	- 72
71-72, 1127	St. Richard	206	169	164	155	154	- 52	- 15
72-73, 1099	St. Aloysius Bridgetown	557	503	479	508	522	- 35	+ 19
73-74, 1114	St. Ann	995	865	889	826	793	-202	- 72
74-75, 1129	Assumption	951	748	731	698	689	-262	- 59
Difference	St. Bernard	265	289	289	297	292	+ 27	+ 3
70-75, -40	St. Ignatius	760	724	701	690	662	- 98	- 62
71-75, + 2	St. James White Oak	1397	1301	1293	1247	1233	-164	- 68
	St. John the Baptist	457	335	329	321	341	-116	+ 6
	St. John Harrison	374	288	270	257	255	-119	- 33
	St. Martin	794	695	617	660	632	-162	- 63
	TOTALS	8282	7354	7107	6920	6770	-1512	-584

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Moeller (Boys)	All Saints	700	690	640	638	601	- 99	- 89
70-71, 1094	St. Gertrude	609	563	522	477	468	-141	- 95
71-72, 999	St. John Deer Park	504	432	405	421	409	- 95	- 23
72-73, 943	St. Michael	435	350	384	389	362	- 73	+ 12
73-74, 959	Our Lady of the Sacred Heart	525	409	419	383	364	-161	- 45
74-75, 943	St. Peter & Paul Reading	404	279	264	258	267	-137	- 12
Difference 70-75, -151	St. Savior	908	779	727	735	662	-246	-117
71-75, - 56	St. Vincent	370	317	273	277	263	-107	- 54
	St. Columban	472	376	395	407	400	- 72	+ 24
	St. Susanna	281	265	289	289	286	+ 5	+ 21
	TOTALS	5208	4460	4248	4274	4082	-1126	-378

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Regina (Girls)	St. Agnes	260	222	209	208	175	- 85	- 47
70-71, 757	Assumption (Closed June '73)	175	144	78	-	-	-175	-144
71-72, 655	St. Mark	210	185	190	218	259	+ 49	+ 79
72-73, 555	Nativity	561	477	443	399	408	-153	- 69
73-74, 499	Our Mother of Sorrows	257	264	242	248	240	- 17	- 24
74-75, 440	All Saints	700	690	640	638	601	- 99	- 89
Difference	St. Elizabeth*	234	212	206	158	-	-234	-212
70-75, -317	St. Gertrude	609	563	522	477	468	-141	- 95
71-75, -215	St. John Deer Park	504	432	405	421	409	- 95	- 23
	St. Matthew*	227	165	150	156	-	-227	-165
	St. Peter & Paul Norwood	201	183	150	153	147	- 54	- 36
	St. Vincent	370	317	273	277	263	-107	- 54
	Gressle School					294	+294	+294
	TOTALS	4308	3854	3508	3353	3264	-1044	-590

* St. Elizabeth and St. Matthew consolidated to form Gressle School, 1974-75.

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Mt. Notre Dame (Girls)	St. Gabriel	460	407	399	390	365	- 95	- 42
70-71, 723	St. James Wyoming	398	341	302	246	227	-171	-114
71-72, 630	St. Martin De Porres	121	112	90	95	100	- 21	- 12
72-73, 578	St. Michael	435	350	384	389	362	- 73	+ 12
73-74, 593	Our Lady of the Sacred Heart	525	409	419	383	364	-161	- 45
74-75, 548	St. Peter & Paul Reading	404	279	264	258	267	-137	- 12
Difference	St. Saviour	908	779	727	735	662	-246	-117
70-75, -175	St. Columban	472	376	395	407	400	- 72	+ 24
71-75, - 82	St. Susanna	281	265	289	289	286	+ 5	+ 21
	TOTALS	4004	3318	3269	3192	3033	-971	-285

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Roger Bacon (Boys)	Annunciation	238	210	168	192	197	- 41	- 13
70-71, 1138	St. Bernard (Closed June '73)	151	168	179	-	-	-151	-168
71-72, 1082	St. Bonaventure	237	183	139	146	134	-103	- 49
72-73, 1078	St. Boniface	299	187	184	215	200	- 99	+ 13
73-74, 1107	St. Charles Borromeo	173	150	158	144	130	- 43	- 20
74-75, 1081	St. Clare	368	329	305	269	272	- 96	- 57
Difference	St. Francis Seraph	221	214	195	191	206	- 15	- 8
70-75, -57	St. George	218	216	235	243	244	+ 26	+ 28
71-75, - 1	St. Monica	215	191	174	158	159	- 56	- 32
	St. Pius	149	128	158	179	189	+ 40	+ 61
	St. Bartholomew	797	719	610	585	538	-259	-181
	St. Clement	496	410	400	437	410	- 86	0
	Corpus Christi	353	330	395	272	398	- 45	- 22
	St. Gabriel	460	407	295	390	365	- 95	- 42
	St. James Wyoming	398	341	302	246	227	-171	-114
	St. Margaret Mary	977	807	691	668	657	-320	-150
	St. Martin De Porres	121	112	90	95	100	- 21	- 12
	Our Lady of the Rosary	517	472	421	353	346	-171	-126
	St. Vivian	1010	884	787	775	730	-280	-154
	TOTALS	7398	6458	5491	5558	5412	-1986	-1046

Table 5 cont.

ENROLLMENT FIGURES FOR

FEEDER SCHOOLS AND HIGH SCHOOLS

(1970 - 1975)

High School	Feeder Elementary Schools						Difference	
		70-71	71-72	72-73	73-74	74-75	70-75	71-75
Our Lady of Angels (Girls)	Annunciation	238	210	168	192	197	- 41	- 13
	St. Bernard (Closed June '73)	151	168	179	-	-	-151	-168
70-71, 829	St. Bonaventure	237	183	139	146	134	-103	- 49
71-72, 789	St. Boniface	299	187	184	215	200	- 99	+ 13
72-73, 719	St. Charles Borromeo	173	150	158	144	130	- 43	- 20
73-74, 653	St. Francis Seraph	221	214	195	191	206	- 15	- 8
74-75, 645	St. George	218	216	235	243	244	- 26	+ 28
Difference	St. Joseph	371	216	228	229	273	- 98	+ 57
70-75, -184	St. Monica	215	191	174	158	159	- 56	- 32
71-75, -144	St. Pius	149	128	158	179	189	+ 40	+ 61
	St. Bartholomew	797	719	610	585	538	-259	-181
	St. Clement	496	410	400	437	410	- 86	0
	Our Lady of the Rosary	517	472	421	353	346	-171	-126
	St. Vivian	1010	884	787	775	730	-280	-154
	TOTALS	5092	4348	4036	3847	3756	-1336	-592

2. The declining enrollments have been particularly significant in Catholic elementary schools in the city of Cincinnati, especially in the center city and on the east side. Thus for instance, elementary schools feeding into Marian, Purcell, Regina and Our Lady of Angels have experienced some of the most significant declines, even though among these schools are those which have received special support from the Archdiocese.
3. The declining enrollments on the high school level have been particularly significant on the east side of Cincinnati where, as has been shown, the greatest population declines have taken place in the past fifteen years. Table 6 shows the changes since 1971. The high schools experiencing the greatest declines have been Regina (32.8% decline), Our Lady of Angels (18.3% decline), Purcell (16.6% decline) and Marian (15.3% decline).
4. Declining enrollments are particularly difficult to deal with financially when they result in a school being significantly under the number the school was built to accomodate. Table 7 compares the high school enrollments with the size of the building. Schools having particular difficulty when this measure is employed are Regina (51.5% under built to accomodate), Mt. Notre Dame (45.2% under), McNicholas (24.9% to 27.7% under) and Mother of Mercy (21.5% to 28% under).

Table 6

ENROLLMENT COMPARISONS

HIGH SCHOOLS 1971-1972 vs. 1974-1975

High School	71-72	74-75	#Change	%Change
Elder	1792	1661	-131	- 7.3
Marian	511	433	- 78	-15.3
McAuley	1195	1115	- 80	- 6.7
McNicholas	1014	976	- 38	- 3.7
Mother of Mercy	994	864	-130	-13.1
Purcell	867	723	-144	-16.6
Seton	1406	1294	-122	- 8.0
LaSalle	1127	1129	+ 2	
Moeller	999	943	- 56	- 5.6
Regina	655	440	-215	-32.8
Mt. Notre Dame	630	548	- 82	-13.0
Roger Bacon	1082	1081	- 1	
Our Lady Of Angels	789	645	-144	-18.3
TOTALS	13061	11852	-1209	Average 9.3

ENROLLMENT COMPARISONS: ELEMENTARY VS. HIGH SCHOOL

1971-1972 and 1974-1975

	1971-1972	1974-1975	Diff.	%Reduction
High Schools	13,061	11,852	-1,209	9.3
Elementary Schools	33,504	30,146	-3,358	10.0

Table 7

ENROLLMENTS AND SIZE OF BUILDINGS 1974-1975

High School	# Built to Accomodate	# Under Built to Accomodate	% Under Built to Accomodate
Elder	1400	+261	+18.6
Marian	600	-167	-27.8
McAuley	1100	+ 15	+ 1.5
McNicholas	1300/1350	-324/-374	-24.9/-27.7
Mother of Mercy	1100/1200	-236/-336	-21.5/-28.0
Purcell	750/ 900	- 27/-177	- 3.6/-19.7
Seton	1400/1500	-106/-206	- 7.6/-13.7
LaSalle	950	+179	+18.8
Moeller	1000	- 57	- 5.7
Regina	900	-460	-51.1
Mt. Notre Dame	1000	-452	-45.2
Roger Bacon	1000	+ 81	+ 8.1
Our Lady of Angels	700	- 55	- 7.9

Enrollment Projections for Catholic High Schools

School enrollment projections, like population projections, are difficult to make. They are somewhat easier to make for public schools since they are less dependent upon effectiveness of recruitment and other factors. Nevertheless, the attempt must be made if intelligent decisions are to be made about the future of Catholic high schools in greater Cincinnati. Table 8 is a breakdown of enrollment projections for each of the thirteen high schools. These projections were arrived at by determining the rate at which each high school has been recruiting students from the elementary schools, the number of available students who will be graduating from the elementary schools, and the average rate of decline or growth after ninth, tenth and eleventh grades for each of the high schools. Slight adjustments were made in these figures on the basis of size of class and population projections. For instance, the drop-out rate at many schools tends to decline when the class size is smaller. Several conclusions can be drawn from these projections:

1. By 1980-1981, the total enrollment for all the thirteen high schools will total approximately 10,065 which represents a further decline of 15.1% from 1974-1975.
2. In comparison to this average of 15.1% and considering over-all size, schools that will probably experience significant declines within the next few years if no changes are made include:
   a. Our Lady of Angels, 23.9% decline to 432 students, 38.3% under what the building was designed to accomodate.

Table 8

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Elder	1976-77	1977-78	1978-79	1979-80	1980-81
9	468	412	442	426	431
10	484	437	396	412	406
11	415	470	423	382	398
12	395	407	462	415	374
	1762	1726	1723	1635	1609

Projected Enrollment Decline 153

Projected Percent Enrollment Decline 8.7%

Percent under built to accomodate +14.9%

Estimated at approximately 75% of potential students from elementary schools

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Marian	1976-77	1977-78	1978-79	1979-80	1980-81
9	93	85	84	85	67
10	98	98	90	89	90
11	104	91	91	83	82
12	100	99	87	87	79
	395	373	352	344	318

Projected Enrollment Decline 77

Projected Percent Enrollment Decline 19.5%

Percent under built to accomodate 47%

Estimated at approximately 60% potential students from elementary schools

Table 8 cont.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

McAuley	1976-77	1977-78	1978-79	1979-80	1980-81
9	327	303	304	302	263
10	292	302	273	274	272
11	277	276	286	259	260
12	244	268	267	277	250
	1140	1149	1130	1112	1045

Projected Enrollment Decline 95

Projected Percent Enrollment Decline 8.3%

Percent under built to accomodate .05%

Estimated at approximately 75% potential students from feeder schools

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

McNicholas	1976-77	1977-78	1978-79	1979-80	1980-81
9	218	195	205	202	193
10	269	232	219	219	216
11	253	260	227	215	215
12	241	245	252	221	211
	981	932	903	857	835

Projected Enrollment Decline 146

Projected Percent Enrollment Decline 14.9

Percent under built to accomodate 35.8 /38.1

Estimated at approximately 69% potential students from feeder schools

Table 8 cont.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Mother of Mercy	1976-77	1977-78	1978-79	1979-80	1980-81
9	261	233	236	229	205
10	250	242	216	229	211
11	215	240	232	208	220
12	222	213	237	229	206
	948	928	921	895	842

Projected Enrollment Decline 106

Projected Percent Enrollment Decline 11.8%

Percent under built to accomodate 23.5% to 29.8%

Estimated at approximately 87% potential students from feeder schools

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Purcell	1976-77	1977-78	1978-79	1979-80	1980-81
9	169	149	162	149	131
10	204	166	146	159	146
11	187	191	159	140	151
12	163	179	183	151	132
	723	685	650	598	560

Projected Enrollment Decline 163

Projected Percent Enrollment Decline 22.5%

Percent under built to accomodate 25.3% to 37.8%

Estimated at approximately 65% potential students from feeder schools

Table 8 cont.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Seton	1976-77	1977-78	1978-79	1979-80	1980-81
9	296	272	309	274	274
10	292	281	259	295	261
11	334	279	269	248	282
12	301	323	269	260	239
	1223	1155	1106	1077	1056

Projected Enrollment Decline 167

Projected Percent Enrollment Decline 13.7%

Percent under built to accomodate 24.5% to 29.6%

Estimated at approximately 70% potential students from feeder schools

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

LaSalle	1976-77	1977-78	1978-79	1979-80	1980-81
9	249	235	243	244	203
10	240	241	230	236	259
11	299	256	257	246	242
12	321	309	266	267	256
	1109	1041	996	993	940

Projected Enrollment Decline 169

Projected Percent Enrollment Decline 15.2%

Percent under built to accomodate 1.1%

Estimated at approximate 52% potential students from feeder schools

Table 8 cont.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Moeller	1976-77	1977-78	1978-79	1979-80	1980-81
9	266	209	226	210	203
10	285	263	210	223	211
11	245	266	245	195	205
12	191	243	263	243	193
	987	981	944	871	812

Projected Enrollment Decline 175

Projected Percent Enrollment Decline 17.7%

Percent under built to accomodate 18.8%

Estimated at approximately 80% potential students from feeder schools.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Regina	1976-77	1977-78	1978-79	1979-80	1980-81
9	107	90	99	92	72
10	115	102	91	97	90
11	111	108	97	86	91
12	102	102	99	90	81
	435	402	386	365	334

Projected Enrollment Decline 101

Projected Percent Enrollment Decline 23.2%

Percent under built to accomodate 62.9%

Estimated at approximately 44% potential students from feeder schools

Table 8 cont.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Mt. Notre Dame	1976-77	1977-78	1978-79	1979-80	1980-81
9	143	136	136	123	102
10	155	130	123	123	110
11	116	147	122	115	115
12	126	110	137	115	109
	540	523	518	476	436

Projected Enrollment Decline	104
Projected Percent Enrollment Decline	19.2%
Percent under built to accomodate	56.4%

Estimated at approximately 66% potential students from feeder schools

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Roger Bacon	1976-77	1977-78	1978-79	1979-80	1980-81
9	282	249	245	228	210
10	292	262	231	230	215
11	256	272	247	217	217
12	242	243	256	233	207
	1072	1026	979	908	849

Projected Enrollment Decline	223
Projected Percent Enrollment Decline	19.9%
Percent under built to accomodate	15.1%

Estimated at approximately 72% potential students from elementary schools

Table 8 cont.

ENROLLMENT PROJECTIONS 1976-77 to 1980-81

Our Lady of Angels	1976-77	1977-78	1978-79	1979-80	1980-81
9	146	135	135	114	97
10	135	131	122	122	106
11	136	118	115	116	116
12	151	131	115	112	113
	568	515	487	464	432

Projected Enrollment Decline	136
Projected Percent Enrollment Decline	23.9%
Percent under built to accomodate	38.3%

Estimated at approximately 55% potential students from feeder schools

b. Regina, 23.2% decline to 334 students, 62.9% under what the building was designed to accomodate.

c. Purcell, 22.5% decline to 560 students, 25.3% to 37.8% under what the building was designed to accomodate.

d. Marian, 19.5% decline to 318 students, 47% under what the building was designed to accomodate.

e. Mt. Notre Dame, 19.2% decline to 436 students, 56.4% under what the building was designed to accomodate.

3. If all thirteen high schools remain in existence, the future of Catholic formal education will most likely be in jeopardy since:

a. It would be practically impossible to support financially all the schools, especially since costs per student increase as the enrollments in the schools decline.

b. The quality of all formal Catholic education may suffer as increased funds are required for these schools; for instance, larger and larger amounts of funds will probably be needed from the equalization formula to pay for the upkeep of buildings only half used and for a low student-teacher ratio necessitated by an attempt to maintain a full curriculum for fewer students.

c. An attempt to maintain all the schools will probably result in the closing of others (which could be viable) because the feeder schools have been districted in such a way as to limit the potential enrollment.

d. Rising costs due to inflation and energy prices affecting both the Archdiocese's resources and parishoner contributions may result in cut backs. Unless thoughtful decisions are made now, educationally unsound across-the-board cuts will be the result. Already the financial situation of the Archdiocese is "somewhat troubled"; for instance, 1975 was the first instance of deficit financing.

e. Valuable human, physical and financial resources which could be used for other educational purposes could be drained in the effort to maintain institutions otherwise not viable.

4. The several plans which have been suggested for consolidations or closings which do not involve the elimination of at least two schools on the east side of Cincinnati will not have a significant enough effect on enrollments. For instance:

a. The suggestion to make Purcell into a junior-senior high school neither

solves the problem of enrollments at Marian, Regina or Mt. Notre Dame, nor is it feasible given the enrollments in the feeder Catholic elementary schools, the physical condition of the building, and the generally negative reputation of junior high schools in Cincinnati. Neither is the concept supported by current thinking about the needs of preadolescents and adolescents.

b. The suggestion to phase out Regina, move Purcell to the Regina building and redistrict certain feeder schools to Mt. Notre Dame and Marian, while solving Mt. Notre Dame's enrollment problems, will not significantly alter Marian's enrollment problems. Even with such a change, it is projected that Marian's enrollment in 1980-81 would be only about 479, only 69 more than its present enrollment. And this figure is based on adding all the feeder schools possible to Marian. It would make no additional feeder schools available to Our Lady of Angels which needs them and, from a geographical standpoint, deserves them. Nor could any additional feeder schools feed into McNicholas which, though not in any drastic need, could benefit from such an addition.

c. The suggestion to consolidate Purcell and Marian is rejected because it does not solve the enrollment problems of other schools nor is the Marian facility adequate for athletics.

Recommendations

In the light of the population figures and projections, the enrollment figures and projections for the public and Catholic schools, the financial realities of operating educationally sound high schools, and the Archdiocese's commitment to provide the best education for the largest number of Catholic youth, the following recommendations are made. They are designed to complement each other, and hence should be taken as a totality.

1. It is recommended that starting with the school year 1976-1977, the feeder schools of All Saints, St. Gertrude, St. John (Deer Park) and St. Vincent Ferrer should feed into Mt. Notre Dame. The addition of these four schools to Mt. Notre Dame is logical for the reason that the schools presently feed into Moeller and are geographically close to Mt. Notre Dame. Table 9 demonstrates the enrollment projections for Mt. Notre Dame to 1980-1981 with these changes. This is a projected enrollment increase of 276 students over the projection of 1980-1981 with the present feeder schools maintained.
2. It is recommended that beginning in the school year, 1976-1977, the feeder school of St. Agnes which presently feeds into Regina and Purcell be added to the schools

presently feeding into Our Lady of Angels and Roger Bacon. Table 9 demonstrates the enrollment projections for Our Lady of Angels and Roger Bacon with this change. This is a relatively insignificant projected enrollment increase over the projection of 1980-1981 for Our Lady of Angels and Roger Bacon.

3. It is recommended that in the school year 1976-1977, the feeder school, Cardinal Pacelli, should be added to the schools presently feeding into McNicholas. Table 9 demonstrates the enrollment projections for McNicholas with this change. This is a projected enrollment increase of 124 students over the projection of 1980-1981.
4. It is recommended that in the school year 1977-78, the high schools of Regina, Purcell and Marian consolidate into a coeducational institution to be located at Regina. Table 9 demonstrates the enrollment projections as a result of this consolidation. These projections are based on the changes in feeder schools previously outlined. This is a projected enrollment of 820 students in 1980-1981. Regina was selected as the location for the consolidation since:
   a. The Purcell building is in very poor condition. Secondly, it is in a bad location in terms of where the majority of Purcell

Table 9

PROJECTED ENROLLMENTS WITH REVISIONS OF FEEDER SCHOOLS

1976-77 to 1980-81

Mt. Notre Dame	1976-77	1977-78	1978-79	1979-80	1980-81
9	224	208	211	200	159
10	156	209	195	198	187
11	116	148	199	187	190
12	125	106	138	187	176
	621	671	743	772	712

PROJECTED ENROLLMENTS WITH REVISIONS OF FEEDER SCHOOLS

1976-77 to 1980-81

Our Lady of Angels	1976-77	1977-78	1978-79	1979-80	1980-81
9	158	142	146	118	101
10	135	143	130	133	108
11	136	128	133	124	126
12	151	130	122	128	119
	580	543	531	503	454

Table 9 cont.

PROJECTED ENROLLMENTS WITH REVISIONS OF FEEDER SCHOOLS

1976-77 to 1980-81

Roger Bacon	1976-77	1977-78	1978-79	1979-80	1980-81
9	289	256	251	235	215
10	292	269	237	235	221
11	256	272	252	223	222
12	242	243	256	237	211
	1079	1040	996	930	869

PROJECTED ENROLLMENTS WITH REVISIONS OF FEEDER SCHOOLS

1976-77 to 1980-81

McNicholas	1976-77	1977-78	1978-79	1979-80	1980-81
9	256	230	245	240	222
10	269	270	244	259	254
11	253	260	262	239	253
12	241	245	252	250	230
	1019	1005	1003	988	959

PROJECTED ENROLLMENTS WITH CONSOLIDATION

1977-78 to 1980-81

Consolidated Purcell, Regina Marian	1977-78	1978-79	1979-80	1980-81
9	237	247	233	206
10	234	213	222	210
11	384	221	203	210
12	380	369	211	194
	1135	1050	869	820

students live and in terms of operating a coeducational institution.

b. Marian is too small to accomodate the projected number of students without sufficient athletic facilities or possibilities of building such facilities.

c. Regina is in good physical shape, the building can be converted into a coeducational institution without too much difficulty, and Mt. St. Mary is sufficiently close for athletic facilities.

5. It is recommended that the high schools which are located close to each other continue to develop and expand cooperative programs, curriculum and extra-curricular activities, and that they explore ways in which they can cut costs through such cooperation. It seems especially important for the future survival of Our Lady of Angels that it explore cooperative ventures and even the possibility of consolidation with Roger Bacon. While consolidation is not recommended for the present, especially since total population in the area of some of Our Lady of Angels feeder schools has experienced some increase in the recent past, if the enrollment continues to decline this may become a necessity. The problem is essentially that there does not appear to be any way to logically redistrict other feeder schools into Our Lady of Angels.

6. It is recommended that the Archdiocese should explore several uses for the Purcell facility. While the building is in poor condition it may serve some useful purpose or perhaps

be sold. The athletic facility would surely be useful to the surrounding community for many purposes and it is recommended that possibilities be explored with civic and social leaders in the community.

7. It is recommended that the building presently housing Marian could possibly be sold or used by the Archdiocese --perhaps to house adult or community educational services, Archdiocesan offices, etc.

8. It is recommended that in order to assure the center community of Cincinnati that the Archdiocese remains committed to secondary education, the Archdiocese should fully publicize the financial assistance available to assure minority and/or low-income youngsters that they will have the opportunity to attend a Catholic high school, including the Stockman Scholarship Fund as well as local high school scholarship efforts. Coupled with this effort, the Archdiocese should increase its recruitment efforts in the central city of Cincinnati.

9. It is recommended that beginning no later than 1977, the Archdiocese should conduct a study of the elementary schools in greater Cincinnati. This seems necessary since:
   a. There appears to be too many small elementary schools which may be too expensive.
   b. There appears to be too many small classes (under twenty students) which may be creating added expense.

c. Consolidations may be possible, perhaps with first to fourth grades in one building and fifth to eighth in another.

d. It does seem important to establish a definite policy regarding kindergardens and the re-establishment of first and second grades where they have been dropped.

e. Population declines in Cincinnati and the slowing of the growth rate in Hamilton county are having and will have serious effects upon the elementary school enrollment.

10. It is recommended that the superintendent's office be staffed with a person who can co-ordinate, encourage and oversee recruiting procedures as well as be the source for developing information regarding successful recruiting efforts on both the elementary and secondary levels.

11. It is recommended that the superintendent's office be staffed with a person responsible for keeping complete and accurate enrollment and population statistics and making projections upon which future decisions can be made. On the high school level, this may be particularly important in deciding the future of Our Lady of Angels and Mother of Mercy High Schools.

APPENDIX A

INTERVIEW SCHEDULE FOR PRINCIPALS

I. Pool of Students Available for your school

1. What do you consider to be the basic issue contributing to the problem of enrollment in your school?

2. In light of declining enrollments in Catholic high schools, what actions hold the most promise in meeting this challenge in your school? In the Cincinnati area?

3. How is it determined which feeder schools feed into which high schools? Should this arrangement be changed?

4. Do you admit all applicants? If the answer to this question is no, what selection criteria do you use?

5. What is the percentage of drop outs after: Freshman year? Sophomore year? Junior year?

II. Tuition and School Cost

1. What are your thoughts concerning a greater degree of centralization in such areas as:

   purchasing:

   curriculum:

   accounting:

   teacher recruitment:

   policy development:

2. How are costs computed? Are you satisfied with this method?

3. How do you feel about an equalization formula?

4. What is the impact of total costs (charged to the student) on enrollment figures?

5. What kind of federal/state funds are you receiving? Do you feel that you know how to secure these funds or that you have a readily available source that could/ would help you secure these funds?

III. Belief in Importance of Catholic Education

1. What are the reasons for the existence of this school? Get a written philosophy of education for the school -- add as an addendum after getting an answer to this question.

2. Give me examples of how this philosophy is implemented in:

   a. curriculum

   b. discipline

   c. administration

   d. counseling

3. What is uniquely Catholic about this school?

4. What needs of Catholic students do you feel that you are meeting that are not met or not met as well in non-Catholic schools?

5. Several surveys seem to indicate that parents who send their children to Catholic schools place a high priority on Catholic schools developing respect and discipline in their children. Do you believe that this finding is true generally? For the parents of your students? How successful do you feel that your school is in meeting this expectation?

IV. Faith of your Clientele in School Personnel

1. How extensive is parental and/or community involvement in your school? Be specific.

2. When do you ask parents to have contact with your professional staff? For what purposes? With what results?

3. What role does your board play in policy making and operation of the high school? What do you see as the prime value of this board?

4. To what extent do you think parents are not sending their children to Catholic high schools because of dissatisfaction on their part with Catholic education in the elementary schools? Share the major dissatisfactions?

5. To what extent is your staff, religious and lay, committed to Catholic education? Support your judgment.

V. Curriculum Changes - Catholic Education

1. What curriculum changes have been made in the past five years in your high school?

2. How have such changes been viewed by your students and their parents?

   improving Catholic education (in what ways)

   detracting from Catholic education (in what ways)

3. To what extent is your curriculum:

   college preparatory

   general

   vocational

   How does your curriculum meet or not meet the needs of your students?

4. In what ways are staff involved in the operation of the school, including the selection of curriculum material?

5. In what ways are students involved in the operation of the school including the selection of curriculum material?

VI. Recruitment

1. What are the recruitment procedures for the school? Are they tied in with the efforts of other schools?

2. How are recruiting procedures implemented? (Who is responsible? What other duties does this person have when implemented, etc.?)

3. Are there any recruitment procedures for the elementary schools? Please describe.

4. What methods are used to determine how successful your recruiting efforts have been in relation to time, energy, money expended?

5. Please describe in detail any successful recruiting strategies in practice in your school or any other Catholic high school in the Cincinnati area.

VII. Miscellaneous Questions

1. In what ways are the facilities of this school inadequate and thereby hampering growth of programs?

2. What general recommendations would you make regarding school enrollments, consolidations, administration, centralization of services, finances etc.?

3. How do you see your relationship with the office of the Superintendent?

4. In what ways are you cooperating with other high schools? With elementary schools? With colleges?

5. In what ways, productive to you, can you see yourself and your school cooperating with other Catholic institutions?

APPENDIX B

HIGH SCHOOL STAFF QUESTIONNAIRE

PLEASE GIVE US YOUR OPINION ABOUT THE STRENGTHS OF THE VARIOUS HIGH SCHOOL CURRICULA, PROGRAMS AND PROFESSIONAL AREAS ACCORDING TO THE FOLLOWING DIRECTIONS:

IF YOU FEEL THE AREA IS PRESENTLY STRONG, MARK "A" ON THE MARK-SENSE CARD.
IF YOU FEEL THE AREA NEEDS MORE EMPHASIS PLACED UPON IT, MARK "B" ON THE MARK-SENSE CARD.
IF YOUR SCHOOL DOES NOT OFFER THE AREA (TO THE BEST OF YOUR KNOWLEDGE), MARK "C" ON THE CARD.

CURRICULA AREA	STRONG	NEEDS EMPHASIS	NOT AVAILABLE
1. College Preparatory	A	B	C
2. Business Education	A	B	C
3. General Education Areas (provisions for slower students)	A	B	C
4. Religious Education	A	B	C
5. Vocational Education (Home Ed., Drafting, Mechanical Arts, etc.)	A	B	C
PROGRAM AREA			
6. Extra-curricular Program	A	B	C
7. Fine Arts Program	A	B	C
8. Intramural and/or Varsity Sports Program	A	B	C
9. Moral and Character Building	A	B	C
10. Adequacy of Course Offerings	A	B	C
PROFESSIONAL AREA			
11. Specific guides for contract negotiation	A	B	C
12. Staff willingness to moderate extra-curriculars	A	B	C
13. Evaluation of Staff by appropriate persons (dept. chairmen or administration)	A	B	C

PROFESSIONAL AREA (CONT.)	STRONG	NEEDS EMPHASIS	NOT AVAILABLE
14. Class visitation by administration and/or dept. chairmen	A	B	C
15. Input into philosophy and goals of the school	A	B	C
16. Agreement with philosophy and goals of the school	A	B	C
17. Staff willingness to have in-service training programs	A	B	C

PLEASE INDICATE THE CHOICE THAT BEST DESCRIBES YOUR GENERAL VIEWS ABOUT THE FOLLOWING CATEGORIES ACCORDING TO THE FOLLOWING DIRECTIONS:

IF YOU FEEL THE SITUATION IS SATISFACTORY IN THE CATEGORY, MARK "A" ON THE MARK-SENSE CARD.
IF YOU FEEL THE SITUATION IS UNSATISFACTORY IN THE CATEGORY, MARK "B" ON THE MARK-SENSE CARD.
IF THE CATEGORY DOES NOT APPLY TO YOUR SCHOOL, OR IF YOU HAVE NO OPINION, MARK "C" ON THE CARD.

CATEGORY	SATISFACTORY	UNSATISFACTORY	NO OPINION
18. Maintenance and Adequacy of the building	A	B	C
19. Availability of instructional materials	A	B	C
20. Reputation of the school	A	B	C
21. Pupil-teacher ratio	A	B	C
22. Staff committees	A	B	C
23. Staff competency	A	B	C
24. Staff-administrator communications	A	B	C
25. Staff esprit	A	B	C
26. Student government	A	B	C
27. Student opportunities to receive individual attention	A	B	C
28. Teacher-administrator relationship in decision-making	A	B	C

CATEGORY	SATISFACTORY	UNSATISFACTORY	NO OPINION
29. Teacher-parental relationships	A	B	C
30. Teacher-counselor relationships	A	B	C
31. Teacher-student relationships	A	B	C
32. Your present staff assignment	A	B	C
33. Demerit or detention system	A	B	C
34. Student evaluation (grading)	A	B	C
35. Opportunities for parents to receive positive comments about the student's progress	A	B	C
36. Ability-grouping (levels) of students	A	B	C
37. Opportunity for evaluation of rules by students and/or staff	A	B	C
38. Uniform enforcement of discipline rules	A	B	C

KEEPING THE A=SATISFACTORY, B=UNSATISFACTORY, AND C=NOT AVAILABLE AND OR NO OPINION FORMAT, PLEASE INDICATE THE CHOICE THAT BEST DESCRIBES YOUR VIEWS ABOUT THE FOLLOWING PUPIL PERSONNEL SERVICES AT YOUR SCHOOL:

SERVICES	SATISFACTORY	UNSATISFACTORY	NO OPINION
39. Guidance services	A	B	C
40. Health services	A	B	C
41. Food services	A	B	C
42. Attendance	A	B	C
43. Standardized testing	A	B	C
44. Library and Laboratories	A	B	C
45. Psychological services	A	B	C

FOR THE FOLLOWING QUESTIONS, PLEASE CHOOSE THE ANSWER MOST CORRECT, AND MARK THE LETTER BEFORE IT ON YOUR MARK-SENSE CARD.

46. Do you feel that the students at your high school profit by going to a Catholic high school (rather than a public high school)?

    a. Yes
    b. No
    c. No opinion

47. Do you feel that the high school where you work is:

    a. sufficiently Catholic in atmosphere, and therefore different from the public high school
    b. no different in atmosphere than the public high school

48. Indicate your classification among the faculty.

    a. religious
    b. lay

49. Indicate the highest degree you have earned:

    a. Associate
    b. Bachelor
    c. Masters
    d. Doctoral
    e. Other, specify_____

50. How many years of teaching experience have you had (counting the present school year 75-76)?

    a. 1 to 3
    b. 4 to 7
    c. 8 or more

THANK YOU VERY MUCH FOR YOUR ASSISTANCE IN THIS MATTER.

APPENDIX C

HIGH SCHOOL

STUDENT OPINION SURVEY

DIRECTIONS FOR ITEMS ONE AND TWO:

1. On line one of the mark-sense card, indicate if you are a freshman, sophomore, junior or senior. If you are a freshman, mark A on the mark-sense card; if you are a sophomore, mark B; if you are a junior, mark C; if you are a senior, mark D.
2. On line two of the mark-sense card, indicate if you are a male or a female. If you are a male, mark A on the mark-sense card; if you are a female, mark B on the mark-sense card.

DIRECTIONS FOR ITEMS THREE TO FORTY-THREE:

Below are forty-one statements about your high school. If you agree with the statement mark A on the mark-sense card provided; if you disagree with the statement mark B; if you are undecided about the statement mark C. Use only the marking pencils to record your response and do not mark in more than one space per question.

	A	B	C	
3.	yes	no	?	I like my school.
4.	yes	no	?	Most of my teachers are "up-to-date" in their ideas and actions.
5.	yes	no	?	Most of my teachers make their lesson assignments definite and clear.
6.	yes	no	?	Most of my teachers require too much work outside the regular class period.

	A	B	C	
7.	yes	no	?	The school staff is consistent and fair in its dealings with students at my school.
8.	yes	no	?	Most of my teachers are easy to get acquainted with.
9.	yes	no	?	The principal and teachers are patient in dealing with students.
10.	yes	no	?	I'm proud of my high school.
11.	yes	no	?	Most of my teachers hold themselves apart and do not mix freely with students.
12.	yes	no	?	I am given enough help in making decisions in my school.
13.	yes	no	?	I would like to attend some school other than the one I am now attending.
14.	yes	no	?	Students have a voice in setting school rules and regulations.
15.	yes	no	?	Generally, my parents are interested in what I do at school.
16.	yes	no	?	Discipline at this school is too strict.
17.	yes	no	?	I understand the present school rules and policies regarding student conduct.
18.	yes	no	?	Most of my teachers seem to enjoy teaching.
19.	yes	no	?	Extra-curricular activities help me with my social needs that I cannot get in the classroom situation.
20.	yes	no	?	I get along reasonably well with the other students at my school.
21.	yes	no	?	Teachers are fair in grading me.
22.	yes	no	?	The present grading system used in my school is satisfactory to me.
23.	yes	no	?	My classes are usually monotonous.
24.	yes	no	?	There should be more emphasis on the three R's (Reading, 'Riting and 'Rithmetic) in my high school.

	A	B	C	
25.	yes	no	?	I have difficulty in keeping my mind on what I am studying.
26.	yes	no	?	I find most of my courses challenging.
27.	yes	no	?	I think I am getting a good education at my school.
28.	yes	no	?	I have experienced considerable difficulty in preparing for my classes.
29.	yes	no	?	We need a greater variety of course offerings.
30.	yes	no	?	There is help available here at school for any personal problem I might have.
31.	yes	no	?	I have been able to participate in the school activities which interest me.
32.	yes	no	?	Our school places too much emphasis on grades.
33.	yes	no	?	Most of the subjects I am taking are very interesting.
34.	yes	no	?	I would like to take a different group of courses than those in which I am presently enrolled.
35.	yes	no	?	I like most of the subjects I am now taking.
36.	yes	no	?	Teachers are generally ready and willing to help me individually with my school work.
37.	yes	no	?	I have been involved in deciding what subjects will be offered at my school.
38.	yes	no	?	My parents place too much emphasis on grades.
39.	yes	no	?	At my school there is a variety of teaching methods used such as lectures, discussions, independent study, team teaching, etc.
40.	yes	no	?	It is easy to get help in my school when I need it.
41.	yes	no	?	There are adequate guidance services for my personal needs.
42.	yes	no	?	Most of my teachers are competent in their subject area.

A B C

43. yes no ? Other students at my high school consider this a good place to be.

DIRECTIONS FOR ITEMS FORTY-FOUR TO FIFTY:

Using the mark-sense card, indicate your response to each of the following seven items. Use only the marking pencils to record your response, and do not mark in more than one space per question.

44. Suppose someone were to ask you: "Why are you going to a Catholic school?" Think for a moment and then mark the reason which is most like the one you have for attending a Catholic high school. Be sure to give your own personal reason. Choose one.

    a. To obtain a superior training in school subjects;

    b. To develop a strong moral character based on religious principles;

    c. To form a group of true friends;

    d. To prepare myself for making a good living;

    e. To become a patriotic American citizen.

45. If the choice of high school were left entirely up to you, would you still attend this high school? Choose one.

    a. Definitely yes;

    b. Probably yes;

    c. Uncertain;

    d. Probably no;

    e. Definitely no.

46. Catholic schools like other schools train their students in what might be called the "regular school subjects" such as English, mathematics, social studies and science. How would you describe the academic training you have received in your high school? Choose one.

    a. Superior;

    b. Very good, but could be better;

    c. Average;

    d. Below average;

    e. Poor.

47. In addition to "regular school subjects", Catholic high schools also give special instruction in the teachings and practices of the Catholic religion. How would you describe the religious instruction you have received in your high school? Choose one.

    a. Superior;

    b. Very good, but could be better;

    c. Average;

    d. Below average;

    e. Poor.

48. You are often asked by friends and relatives how you are doing in school. Suppose instead, they were to ask you how well your teachers are doing in helping you to learn. Considering your present high school class as a whole, how well do you think the teachers, who have taught your class, have succeeded in teaching you the regular school subjects? Choose one.

a. Exceptionally well;

b. Very well, but could be better;

c. Moderately well;

d. Only fairly well;

e. Poorly.

49. Some of the traits which all schools seek to develop in their students are studiousness, interest in learning new things and a strong liking for reading. Considering your present class as a whole, how well do you think your high school has succeeded in developing these scholastic traits? Choose one.

a. Exceptionally well;

b. Very well, but could be better;

c. Moderately well;

d. Only fairly well;

e. Poorly.

50. It is generally recognized that education has a "dollar and cents" value--that your schooling will help you later on to obtain a good job and earn a suitable living. How well do you think your Catholic high school is preparing you for your life work? Choose one.

a. Exceptionally well;

b. Very well, but could be better;

c. Moderately well;

d. Only fairly well;

e. Poorly.

APPENDIX D

ELEMENTARY

STUDENT OPINION SURVEY

DIRECTIONS FOR ITEMS ONE AND TWO:

1. On line one of the mark-sense card, indicate if you are in the 8th, 7th, 6th or 5th grade. If you are in the 8th grade, mark A on the mark-sense card; if you are in the 7th grade, mark B on the mark-sense card; if you are in the 6th grade, mark C on the mark-sense card; if you are in the 5th grade, mark D on the mark-sense card.
2. On line two of the mark-sense card, indicate if you are a boy or a girl. If you are a boy, mark A on the mark-sense card; if you are a girl, mark B on the mark-sense card.

DIRECTIONS FOR QUESTIONS THREE TO EIGHT:

Below are SIX questions. If your answer is YES, mark A on the mark-sense card; if your answer is NO, mark B on the mark-sense card and if you do not know the answer, mark C on the mark-sense card.

	A	B	C	
3.	YES	NO	?	Do you want to attend a Catholic high school?
4.	YES	NO	?	Do your parents want you to go to a Catholic high school?
5.	YES	NO	?	Do you want to go to a Catholic high school that has girls and boys attending (coeducational)?
6.	YES	NO	?	Do you like the school you are going to now?
7.	YES	NO	?	Is discipline at your school too strict?
8.	YES	NO	?	Has anyone sent from a Catholic high school ever spoken to you or your class about coming to Catholic high school?

DIRECTIONS FOR QUESTIONS NINE TO TWELVE:

If your answer is A, mark A; if your answer is B, mark B; if your answer is C, mark C on the mark-sense card.

9. Where are most of your friends planning to go to high school?
   a. PUBLIC high school;
   b. CATHOLIC high school;
   c. PRIVATE (other than Catholic) high school;
   d. Don't know.

10. Suppose someone were to ask you: "Why are you going to a Catholic school?" Think for a moment and then mark the reason which is most like the one you have for attending a Catholic school. Be sure to give your own personal reason. Choose one.
   a. To obtain a superior training in school subjects;
   b. To develop a strong moral character based on religious principles;
   c. To form a group of true friends;
   d. To prepare myself for making a living;
   e. To become a patriotic American citizen.

11. Catholic schools like other schools train their students in what might be called the "regular school subjects" such as English, mathematics, social studies and science. How would you describe the academic training you have received in your school? Choose one.
   a. Superior;
   b. Very good, but could be better;
   c. Average;
   d. Below average;
   e. Poor.

12. In addition to "regular school subjects", Catholic schools also give special instruction in the teachings and practices of the Catholic religion. How would you describe the religion instruction you have received in your school? Choose one.

    a. Superior;

    b. Very good, but could be better;

    c. Average;

    d. Below average;

    e. Poor.

13. The list below mentions many different things people look for in a high school. Choose four you think are important, and put a check mark (✓) in the space in front of the item. (REMEMBER, ONLY CHECK FOUR.)

___religion classes (Catholic training)

___athletics, sports

___extra-curricular activities

___college preparation

___hours spent in school

___friendly classmates

___vocational preparation

___interesting classes

___condition of the school buildings

___preparation for a job or a career

___small class size

___small school size

___other (something not listed here, please write it here)

_____

THANK YOU FOR YOUR HELP.

APPENDIX E

PARENT QUESTIONNAIRE--STUDENTS ATTENDING CATHOLIC HIGH SCHOOLS

UNDER THE FOLLOWING AREAS OF EDUCATION, WOULD YOU PLEASE INDICATE WHICH, IN YOUR OPINION, HAS THE STRONGER HIGH SCHOOL PROGRAM: THE CATHOLIC SCHOOLS OR PUBLIC SCHOOLS. IF YOU FEEL THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE TWO, PLEASE CHECK THE NO DIFFERENCE COLUMN.

AREA	CATHOLIC	PUBLIC	NO DIFFERENCE
1. Vocational and Technical Education			
2. College Preparation			
3. Discipline			
4. Individual Attention			
5. Extra-curricular Activities			
6. Physical Ed. Facilities			
7. Counseling Services			
8. Psychological Services			
9. Variety of Course Offerings			
10. Classroom and Library Facilities			
11. Laboratory Facilities			
12. Maintenance of Buildings			
13. Number of students per class			
14. More Dedicated Teachers			
15. More Knowledgeable Teachers			
16. Innovative Educational Programs			
17. Developing Respect for Persons and Property			

FOR THE FOLLOWING STATEMENTS PLEASE CHECK (✓) THE RESPONSE YOU FEEL IS BEST.

YES	NO	DON'T KNOW	
___	___	___	18. Transportation was a major factor in deciding on what high school our child would attend.
___	___	___	19. The quality of the education that our child received at the elementary level was a deciding factor for sending our child to his/her high school.
___	___	___	20. Our child should have had the opportunity to attend any Catholic high school in the Cincinnati area.
___	___	___	21. Catholic schools train children in self-discipline and hard work better than public schools.
___	___	___	22. Catholic schools teach children to like other races and nationalities, such as Blacks, Puerto Ricans and immigrants, better than public schools.
___	___	___	23. Catholic schools train children to be more honest and morally upright than public schools.
___	___	___	24. Catholic schools have discipline policies that are too strict.
___	___	___	25. Catholic schools should have more religious (sisters, brothers and priests) on their faculties.
___	___	___	26. Catholic schools do not offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.).
___	___	___	27. There was a substantial recruitment effort to get our child to attend Catholic high school when he/she left elementary school.
___	___	___	28. There was a substantial effort made to have us enroll our child into Catholic elementary school.
___	___	___	29. Catholic schools are too expensive.
___	___	___	30. Catholic schools are too segregated.
___	___	___	31. Catholic schools dwell too heavily on religion, even in non-religious studies.
___	___	___	32. There is little need for religious instruction beyond the elementary school level.

THE SCHOOL OUR CHILD PRESENTLY ATTENDS: (PLEASE CHECK THE APPROPRIATE ANSWER)

YES	NO	DON'T KNOW	
___	___	___	33. is preparing our child for a career after high school (college, work, vocational education, etc.).
___	___	___	34. is helping our child to develop high personal values and standards.
___	___	___	35. is helping him/her to have positive feelings and a good self-image.
___	___	___	36. has the best curriculum choices for our child's academic needs.
___	___	___	37. provides adequate opportunities for non-classroom learning activities (field trips, special assemblies, etc.).
___	___	___	38. should be co-educational.
___	___	___	39. is instilling Catholic values and morals into our child's spiritual growth.
___	___	___	40. has open communications between the teachers and our child.
___	___	___	41. has open communications between teachers and me (parent).
___	___	___	42. has open communications between our child and the administration (principal, vice-principal etc.).
___	___	___	43. has open communications between me (parent) and the administration (principal, vice-principal, etc.).

GENERAL DATA--PLEASE CHOOSE THE ANSWER MOST NEARLY CORRECT AND PLACE A CHECK IN THE SPACE PROVIDED

44. Do you have any children at home who are younger than your high school age child who might attend Catholic high school?

____Yes
____No

45. If "Yes", how many?

____1
____2
____3
____4
____5 or more

46. Our average family income is:
(Please feel free to omit this if you find it personally objectionable)

____below $8,000
____$8,001 to $12,000
____$12,001 to $20,000
____above $20,000

47. Who made the ultimate decision about which high school your child would attend?

____your child
____you (parents)
____parents and child together
____another source (specify)

48. From the list below, please select the four items most important in your decision of a Catholic high school for your child. Rate these items from 1 to 4 (1=most important, 4=least important) in the space in front of the items.

____College Prep Program

____Personal Growth in Responsibility

____Discipline

____Individual Attention

____Religious Training

____Dissatisfaction with other Schools

____Innovative Programs

____Tradition and Reputation

____Excellent Teaching Staff

____Christian Atmosphere

____Athletic Program

Other (specify)_____

_____

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE BY OCTOBER 10, 1975. NO STAMP IS NEEDED. THANK YOU FOR YOUR ASSISTANCE.

APPENDIX F

PARENT QUESTIONNAIRE--STUDENTS NOT ATTENDING CATHOLIC HIGH SCHOOLS

UNDER THE FOLLOWING AREAS OF EDUCATION, WOULD YOU PLEASE INDICATE WHICH, IN YOUR OPINION, HAS THE STRONGER HIGH SCHOOL PROGRAM: THE CATHOLIC SCHOOLS OR PUBLIC SCHOOLS. IF YOU FEEL THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE TWO, PLEASE CHECK THE NO DIFFERENCE COLUMN.

AREA	CATHOLIC	PUBLIC	NO DIFFERENCE
1. Vocational and Technical Education			
2. College Preparation			
3. Discipline			
4. Individual Attention			
5. Extra-curricular Activities			
6. Physical Ed. Facilities			
7. Counseling Services			
8. Psychological Services			
9. Variety of Course Offerings			
10. Classroom and Library Facilities			
11. Laboratory Facilities			
12. Maintenance of Buildings			
13. Number of students per class			
14. More Dedicated Teachers			
15. More Knowledgeable			
16. Innovative Educational Programs			
17. Developing Respect for Persons and Property			

FOR THE FOLLOWING STATEMENTS PLEASE CHECK (✓) THE RESPONSE YOU FEEL IS BEST.

YES	NO	DON'T KNOW		
___	___	___	18.	Transportation was a major factor in deciding on what high school our child would attend.
___	___	___	19.	The quality of the education that our child received at the elementary level was a deciding factor for sending our child to his/her high school.
___	___	___	20.	Our child should have had the opportunity to attend any Catholic high school in the Cincinnati area.
___	___	___	21.	Catholic schools train children in self-discipline and hard work better than public schools.
___	___	___	22.	Catholic schools teach children to like other races and nationalities, such as Blacks, Puerto Ricans and immigrants, better than public schools.
___	___	___	23.	Catholic schools train children to be more honest and morally upright than public schools.
___	___	___	24.	Catholic schools have discipline policies that are too strict.
___	___	___	25.	Catholic schools should have more religious (sisters, brothers and priests) on their faculties.
___	___	___	26.	Catholic schools do not offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.).
___	___	___	27.	There was a substantial recruitment effort to get our child to attend Catholic high school when he/she left elementary school.
___	___	___	28.	There was a substantial effort made to have us enroll our child into Catholic elementary school.
___	___	___	29.	Catholic schools are too expensive.
___	___	___	30.	Catholic schools are too segregated.
___	___	___	31.	Catholic schools dwell too heavily on religion, even in non-religious studies.
___	___	___	32.	There is little need for religious intruction beyond the elementary school level.

THE SCHOOL OUR CHILD PRESENTLY ATTENDS: (PLEASE CHECK THE APPROPRIATE ANSWER)

YES	NO	DON'T KNOW		
___	___	___	33.	provides him/her with a positive feeling about him/herself.
___	___	___	34.	provides him/her with a better academic background than the Catholic schools.
___	___	___	35.	provides him/her with substantial non-classroom learning activities (field trips, special assemblies, etc.).
___	___	___	36.	provides him/her with a more balanced social life than is available at the Catholic schools.
___	___	___	37.	provides him/her with a more adequate system of communications with teachers than the Catholic schools do.
___	___	___	38.	provides him/her with a more adequate system of communications with administration (principal, vice-principal, etc.) than the Catholic schools do.
___	___	___	39.	provides me (parent) with an adequate system of communications with teachers.
___	___	___	40.	provides me (parent) with an adequate system of communications with administration (principal, vice-principal, etc.).
___	___	___	41.	was chosen because the price of tuition was too high for our family budget.

GENERAL DATA--PLEASE CHOOSE THE ANSWER TO EACH QUESTION AND PLACE A CHECK IN THE SPACE PROVIDED.

42. The school my child presently attends is:

___public
___private (other than Catholic)
___vocational training school

43. Do you have any children at home who are younger than your high school age child who migh attend Catholic high school?

___Yes
___No

44. If "Yes", how many?

___1
___2
___3
___4
___5 or more

45. Our average family income is: (please feel free to omit this is you find it personally objectionable)

___below $8,000
___$8,001 to $12,000
___$12,001 to $20,000
___ $20,000 and above

46. Who made the ultimate decision about which high school your child would attend?

___your child
___you (parents)
___parents and child together
___another source (specify)

47. From the list below, please select the four items most important in your decision of a high school for your child. Rate these items from 1 to 4 (1 = most important, 4 = least important) in the space in front of the items.

___College Prep Program
___Personal Growth in Responsibility
___Discipline
___Individual Attention
___Religious Training
___Dissatisfaction with other schools
___Co-educational
___Athletic Program
___Innovative Programs
___Tradition and Reputation
___Excellent Teaching Staff
___No Tuition
___Other (specify)_____

_____

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE BY OCTOBER 15, 1975. NO STAMP IS NEEDED. THANK YOU FOR YOUR ASSISTANCE.

APPENDIX G

PARENT QUESTIONNAIRE--POTENTIAL HIGH SCHOOL STUDENTS

UNDER THE FOLLOWING AREAS OF EDUCATION, WOULD YOU PLEASE INDICATE WHICH, IN YOUR OPINION, HAS THE STRONGER HIGH SCHOOL PROGRAM: THE CATHOLIC SCHOOLS OR PUBLIC SCHOOLS. IF YOU FEEL THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE TWO, PLEASE CHECK THE NO DIFFERENCE COLUMN.

AREA	CATHOLIC	PUBLIC	NO DIFFERENCE
1. Vocational and Technical Education			
2. College Preparation			
3. Discipline			
4. Individual Attention			
5. Extra-curricular Activities			
6. Physical Ed. Facilities			
7. Counseling Services			
8. Psychological Services			
9. Variety of Course Offerings			
10. Classroom and Library Facilities			
11. Laboratory Facilities			
12. Maintenance of Buildings			
13. Number of students per class			
14. More Dedicated Teachers			
15. More Knowledgeable Teachers			
16. Innovative Educational Programs			
17. Developing Respect for Persons and Property			

FOR THE FOLLOWING STATEMENTS PLEASE CHECK (✓) THE RESPONSE YOU FEEL IS BEST.

YES	NO	DON'T KNOW	
___	___	___	18. Transportation will be a major factor in the decision of which high school our child will attend.
___	___	___	19. The quality of education our child is presently receiving at his/her elementary school will be a deciding factor for which high school he/she will attend.
___	___	___	20. Our child should have the opportunity to attend any Catholic high school in the Cincinnati area.
___	___	___	21. Catholic schools train children in self-discipline and hard work better than public schools.
___	___	___	22. Catholic schools teach children to like other races and nationalities, such as Blacks, Puerto Ricans and immigrants, better than public schools.
___	___	___	23. Catholic schools train children to be more honest and morally upright than public schools.
___	___	___	24. Catholic schools have discipline policies that are too strict.
___	___	___	25. Catholic schools should have more religious (sisters, brothers and priests) on their faculties.
___	___	___	26. Catholic schools deserve a larger share of the tax dollars.
___	___	___	27. Catholic schools do not offer courses for children with special needs (i.e. handicaps, learning disabilities, etc.).
___	___	___	28. Catholic schools are too expensive.
___	___	___	29. Catholic schools are too segregated.
___	___	___	30. Catholic schools dwell too heavily on religion, even in non-religious studies.
___	___	___	31. Catholic schools should be co-educational.
___	___	___	32. There is little need for religious instruction beyond the elementary school level.

GENERAL DATA---CHECK THE RESPONSE MOST NEARLY CORRECT IN THE SPACE PROVIDED.

33. How many children do you have at home who are not yet in high school?

____1
____2
____3
____4
____5 or more

34. Of these, how many children will probably attend a Catholic high school?

____0
____1
____2
____3
____4 or more

35. Our average family income is: (Please feel free to omit this if you find it personally objectionable)

____below $8,000
____$8,001 to $12,000
____$12,001 to $20,000
____$20,000 and above

36. Who will probably make the final decision of which high school your child will attend?

____your child
____you (parents)
____parents and child together
____another source (specify)_____

37. From the list below, please select four items most important in your decision of a high school for your child. Rate these items from 1 to 4 (1 = most important, 4 = least important) in the spaces in front of the items.

___College prep program
___Personal growth in responsibility
___Discipline
___Individual attention
___Religious training
___Athletic program
___Not co-educational
___Innovative program
___Tradition and reputation
___Excellent teaching staff
___No tuition cost
___Other (specify)_____
___Co-educational

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE BY OCTOBER 15, 1975. NO STAMP IS NEEDED. THANK YOU FOR YOUR ASSISTANCE.